DOCUMENT RESUME

ED 293 841 SP 030 206

TITLE	Health Education Comprehensive Curriculum Goals. A Model for Local Curriculum Development.
INSTITUTION	Oregon State Dept. of Education, Salem.
PUB DATE	Mar 88
NOTE	158p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Curriculum Design; Eating Habits; Educational Objectives; Elementary Secondary Education; *Health Education; *Lifestyle; *Nutrition; *Physical Fitness; State Standards; *Stress Management
IDENTIFIERS	*Oregon

ABSTRACT

This curriculum guide for K-11 in Oregon is organized into four content strands which outline concepts intended to assist students to: (1) acquire the knowledge and skills necessary to develop appropriate safe living behaviors; (2) acquire the knowledge and skills necessary to develop appropriate stressor/risk-taking behaviors; (3) acquire the knowledge and skills necessary to develop appropriate physical fitness behaviors; and (4) acquire the knowledge and skills necessary to develop appropriate eating behaviors. The manual also includes a glossary of terms, suggested resources, a bibliography, and recommended periodicals. (JD)

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HEALTH EDUCATION

Comprehensive Curriculum Goals

A Model for Local Curriculum Development

March 1988

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OREGON SCHOOLS--A TRADITION OF EXCELLENCE

SP 030 206

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FOREWORD

In June 1984 the State Board of Education adopted the Oregon Action Plan for Excellence which established the direction for school improvement in the state over the next decade. The Action Plan drew upon the insights of teachers, administrators, school board members and community and business leaders.

A central concept of the Action Plan is that while the state will determine WHAT must be taught in public schools, the schools will determine HOW it will be taught. This document is intended to provide the essential information which local districts need to merge state curriculum expectations with their own local determinations for Health Education.

All who have joined in the spirit of the Action Plan for Excellence have shared a commitment to high-quality performance. We are continuing to learn about how to provide children with the very best in public education, and we welcome your comments and questions. For further information about this guide, contact the specialist for Health Education, 378-4327.

Verne A. Duncan
State Superintendent
of Public Instruction

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Publications and Multimedia Center
Oregon Department of Education
Salem, Oregon 97310-0290

ACKNOWLEDGEMENTS

Grateful acknowledgment is made to the following people for the many hours they have contributed to developing ideas and writing materials for this guide. They studied the literature, then shared their thinking and experiences as classroom teachers, as teachers of teachers at numerous inservice and preservice teacher education programs, and various health personnel. School districts, colleges and various health agencies released these people to work on this publication.

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INTRODUCTION

THE OREGON ACTION PLAN FOR EXCELLENCE

The Action Plan identified seven areas of improvement, one of which called for a statewide definition of what students should learn:

> The Oregon Department of Education, working with local school districts and higher education institutions, shall define the required ***common curriculum goals*** for elementary and secondary schools in terms of the learning skills and knowledge students are expected to possess as a result of their schooling experience.
>
> Local school districts, with assistance from the Oregon Department of Education, shall be responsible for organizing the curriculum and delivering instruction to achieve the ***common curriculum goals***.

Common Curriculum Goals

The first stage in defining the Common Curriculum Goals was to develop the ***Essential Learning Skills***--the basic skill and performance expectations for all students in the areas of reading, writing, speaking, listening, mathematics, reasoning and study skills. The second and present state is to develop Common Knowledge and Skills in individual subject areas. Together with the ***Essential Learning Skills***, they form the Common Curriculum Goals for all students.

A. Essential Learning Skills

The ***Essential Learning Skills*** are considered basic to all students' learning, and all teachers are expected to provide instruction in these skills. Only to the degree that students develop these skills and form the habit of using them, can instruction in subject matter areas be successful. The skills are not specific to any one discipline but provide a link across all disciplines. Furthermore, the skills do not grow in isolation from content; they are strengthened through practice and use in all subject areas.

B. Common Knowledge and Skills

Looking beyond the ***Essential Learning Skills***, this document defines more fully what are considered to be the essentials in a strong Health Education program. Each district will want to extend and elaborate upon this base in order to create its own unique, comprehensive Health Education curriculum. Students should have the opportunity to demonstrate their achievement in a variety of ways. Equal opportunity to learn and the special needs of students are primary considerations in determining acceptable performance levels.

C. Comprehensive Curriculum Goals - A Model for Local Curriculum Development

Each district will want to extend and elaborate upon the skills outlined in ***Essential Learning Skills*** and ***Health Education Common Curriculum Goals*** in order to create its own unique, comprehensive health education curriculum. Students should have the opportunity to demonstrate their achievement in a variety of ways.

Equal opportunity to learn and the special needs of students are primary considerations in determining acceptable performance levels. ***Health Education: Comprehensive Curriculum Goals*** offer specific suggestions for district consideration in meeting such student needs.

The following formula illustrates the development of the Common Curriculum Goals:

The Oregon
Health Education Program

ELS + CK&S = CCG

The selected Essential Learning Skills (ELS plus the Common Knowledge and Skills (CK&S) forms the Common Curriculum Goals.

State Standards

The Common Curriculum Goals as presented in this document receive their authority from the Oregon State Standards for Public Schools, OAR 581-22-420 and 581-22-425. These rules were amended by the State Board of Education in January 1986.

PHILOSOPHY/RATIONALE UNDERLYING THIS CURRICULUM

The 1980s have been a time of educational reform in the nation at large. There has been a strong and pervasive quest for excellence and equity in education in general, and Health Education in specific. The Oregon Action Plan for Excellence established the direction for school improvement in the state and the ***Essential Learning Skills*** document outlined the common skills across all program areas for elementary and secondary education. This document, ***Health Education Common Curriculum Goals***, is written in relationship to the following documents which served as the primary basis for the development of this publication: (1) Essential Learning Skills; (2) Health Common Knowledges and Skills; (3) Health Education in Oregon; (4) Promoting Health/Preventing Disease-Objectives for the Nation; and (5) Oregon State Plan for Alcohol and Drug Abuse Programs.

Health Education in Oregon

Health educated people continue to acquire the knowledge and skills necessary to assume the major responsibility of directing their own health behaviors, and reflect greater concern for the health of others. They realize the potential impact of current health issues, and are able to identify and responsibly utilize health care services and resources in the community to improve or maintain their health.

Health status is dependent on what an individual does every day of his/her life; therefore, a program emphasizing skill-building activities which explores both long- and short-term behavioral consequences is necessary. As information is constantly changing, Health Education must build into it the preparation for tomorrow as well as for today. An effective program emphasizes scientific and effective health concepts, recognizes individual student's personal values and encourages the use of decision-making skills. Students will gain and use these skills when sufficient classroom hours are provided to produce significant attitude changes.

Health Education, addresses a diverse range of topics which focus on the total person, integrating the physical, social, emotional and environmental components of human experiences. All such health topics can be described as representing risks and benefits to health. Health education involves a

process through which students learn to identify, assess and evaluate options leading to the development of life-long health plans. In this manner, students learn that a basic set of management skills can be applied to a wide range of health topics which can affect all aspects of one's well being. Health Education extends beyond the school to encompass families and communities in order to support and reinforce classroom instruction.

The community at large is demanding that public agencies, and particularly schools, respond proactively to a wide variety of health-related issues facing today's youth. Many school districts have undertaken the challenge of responding to the immediacy of the community-identified, high-risk health issues. As a result, topical information regarding these issues is often given in isolation and with outcome expectations that exceed the program's capacity. To assure success, it is of significant importance to determine realistic outcomes for concepts prior to introducing them in the classroom.

The Health Education Common Curriculum Goals assists the career development process which educates and prepares individuals for movement toward a career. Each learner will acquire the planning strategies, decision-making skills and knowledge of the world of work. The goals of career development are to assist the individual through integration of the Essential Learning Skills, Common Knowledge and Skills, and personal/social skills in preparation for careers which contribute to society and provides the learner with a sense of worth and personal satisfaction.

Document Organization

In order to provide a curriculum consistent with the philosophy outlined above, the common curriculum goals for Health Education have been organized into four content strands. These four content strands are a synthesis of the traditional health education curriculum and the Health Promotion Objectives for The Nation that can be addressed in a school setting.

1.0 Safe Living

2.0 Stressor/Risk-Taking Management

3.0 Physical Fitness

4.0 Nutrition

Self-responsibility, consumer health, human development, and mental health are common threads running through each of these strands. The material outlined in each content strand includes both the Essential Learning Skills deemed appropriate for Health Education instruction and the Common Knowledge and Skills unique to Health Education. It is important to remember that the student outcomes appearing in the columns headed Grade 3, Grade 5, Grade 8 and Grade 11 are expectancies for students to reach by the end of these grade levels. An expectancy appearing in the Grade 3 column, for example, represents a skill to be achieved as a result of four years of learning.

The *Comprehensive Curriculum Goals — A Model for Local Curriculum Development* suggests developmental stages for each grade. Each strand focuses on one skill which all other Health Education learner outcomes address. That skill

is numbered, underlined and set in capital letters. The learning outcomes that directly address the major skill are identified with an upper case letter.

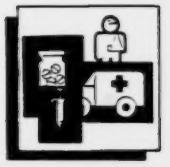
The Essential Learning Skills are identified by citing their original identification number (i.e., ELS 6.4). The learner outcomes related to that skill are identified by lower case letters.

The dividing lines are intended to group the Health Education Common Knowledge and Skills with those Essential Learning Skills which support those learner outcomes.

The grade levels 3, 5, 8 and 11 are the Common Curriculum Goals and are underlined.

Safe Living

The concepts of this strand will assist students to acquire the knowledge and skills necessary to develop appropriate safe living behaviors.



RISK MANAGEMENT

Health educated people stay alive, but not by accident. They choose to accept appropriate risks as part of a healthy lifestyle. Safe Living focuses on skills and knowledge needed to make responsible decisions about risk to oneself and to others.

In 1987, The Society for Research and Child Development found that risky behavior and environmental hazards had replaced disease as the primary causes of death and disability in young people nationwide. After age 5, injuries account for more deaths than all other causes of mortality combined. As Oregon strives for excellence in Health Education, we invest more and more in the quality of life our young people can attain. Safe Living is the strand which protects that investment against often preventable accidents and injuries.

Like stressors, risks in life may be helpful or harmful, yet they are not all avoidable. In Safe Living, we are ready to move away from risk avoidance toward responsible risk acceptance. All four strands of Health Education are related by the recurrent themes of self-responsibility, adaptable skills and concern for others. In this strand, students learn to identify and evaluate risks to their environments, to themselves, and to others. They learn skills and procedures which can minimize hazards and promote a healthy lifestyle. They gain a sense of preparedness, and the enthusiasm which comes from taking a proactive role in improving their physical and emotional environments. Risk acceptance allows for positive motivation and expectation for success.

NEED FOR SAFE LIVING SKILLS

Many of the 1990 Health Objectives for the Nation deal with reducing deaths and injuries, increasing awareness of resources and increasing health-related skills. The objectives that deal specifically with Accident Prevention point out the results of unsafe behaviors. The tragedy is counted in years of potential life lost; the younger the victim, the more severe the loss. Each year in America, 3.4 million years of life are lost due to injuries, compared to 1.8 million for cancer and 1.6 million for heart disease. Of all our population, children and adolescents pay the highest price; injuries cause four to five times as many deaths as the next leading causes.

In the Midcourse Review of The 1990 Health Objectives for the Nation, many of the concerns can be dealt with by implementing personal improvement plans. These objectives include high blood pressure control, family planning, occupational safety, dental health, weight management and physical fitness planning. Each of the strands in Health Education include development of these sorts of plans. However, some of the 1990 Objectives are not as easily met. Specific risks, such as alcohol, tobacco, and drug use and abuse can have significant social consequences in addition to individual costs. The changes that are needed reach beyond personal plans to the underlying attitudes and lifestyles. In many cases, we fail to adopt the safer lifestyle because we simply do not believe the danger applies to us.

CHARACTERISTICS OF SAFE LIVING

This strand provides a positive, proactive backdrop for the other components of Health Education. The student who adopts safe living behavior interacts with the environment, increasing personal awareness and sensitivity. Preparedness and positive expectation produce confidence and enthusiasm. Hazards and risks are investigated rather than feared or obscured. Resources are sought and used, building participation and communication skills. Safe Living, throughout all grade levels, builds on three basic principles:

1. Physical Environment--identify, analyze, and evaluate environments for hazards and related influences. Develop skills to choose appropriate alternatives which will correct or improve the physical environment.

2. Personal Environments--identify, analyze, and evaluate personal hazards, risks and related influences. Develop skills to investigate real consequences and choose appropriate alternatives. Implement plans for positive change and assist others.

3. Procedures and Habits--identify and practice skills conducive to safe living, including appropriate response to emergencies. Analyze existing rules or procedures and formulate improvements.

Building the safe lifestyle will require resources beyond the classroom. Parents can support this strand by communicating with their children more often and helping to clarify appropriate alternatives and consequences of risks. Communities provide excellent services in many cases, yet those services go unused without a specific effort to inform students and the public of their availability. Adults and peers alike can assist by providing proper modeling and personal support.

RELATIONSHIP TO OTHER STRANDS

Stressor/Risk-Taking Management--this strand also concentrates on risks and stressors which can be positive, negative or neutral. Decision-making skills, investigating perceptions and influences and developing personal plans are similar to Safe Living objectives.

Physical Fitness--increased awareness and sensitivity to the personal and physical environments are shared with this strand. Plans, procedures, and skills conducive to safe, healthful activity are also emphasized.

Nutrition--identifying and analyzing hazards to proper nutrition (such as sugar, sodium and fat) are similar to Safe Living objectives. Nutrition also addresses choosing proactive alternatives, developing personal plans and practice of procedures for safe food preparation and storage.

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The review of research and initial draft of this paper was done by K.C. Humphrey, Deputy Administrator, Oregon Traffic Safety Commission.

SAFE LIVING

1.0 Students live a lifestyle which reflects appropriate safe living behaviors.

KNOWLEDGE/SKILLS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
STUDENTS WILL BE ABLE TO:					
1.1 DESIGN AND IMPLEMENT A PLAN TO CREATE AN ENVIRONMENT FOR SAFE LIVING*	A Name ways to insure a safe personal, physical environment (e.g., phone use, fire safety, address, storage, strangers, seat belts)	A Identify a safe personal and school physical environment (e.g., strangers, fire drills, cross streets, bikes, Smoke-Free Class of 2,000)	A Illustrate a safe personal physical environment (e.g., basic first aid, water safety, 911, child abuse, seat belts, poison control)	A Recognize and secure a safe environment (e.g., home/school/play/community)	A Apply skills to analyze/improve a safe personal physical environment (e.g., safety planning, first aid, hygiene, phone list for help, peer relationships)
ELS 3.1 Comprehend implied meanings of written, oral and visual communications**	b Name information presented about a safe environment	b Review information presented about a safe environment	b Summarize information presented about a safe environment	b Draw logical conclusions from information presented about a safe environment	b Draw logical conclusions from information presented about a safe environment
	B Name people and feelings which influence a safe environment (e.g., family, medical personnel, friends)	B Identify people, feelings, signs/signals which influence a safe environment (e.g., acceptable/unacceptable traveling, peer pressure)	B Discuss how a safe environment demonstrates the influence of people and things (e.g., refusal skills, advertisements)	B Recognize influences which create a safe environment (e.g., self, family, peers, media)	B Recognize additional components that create a safe environment (e.g., water safety, shop safety, bike safety, gun safety)
	C Name rules and procedures related to personal safe living (e.g., home safety rules, car safety, strangers)	C Identify rules and procedures related to personal and school safe living (e.g., school rules, pedestrian safety, medicines)	C Explain rules and procedures related to community safe living (e.g., bike safety, pet safety, electric safety)	C List and describe procedures conducive to safe living (e.g., bike, pedestrian, water safety)	C Recognize rules and procedures conducive to safe living (e.g., seat belts, traffic rules, first aid, fire safety)
ELS 2.1 Identify main ideas, supporting details, and facts and opinions presented in written, oral and visual formats	a Locate facts in grade-level materials concerning safe living practices	a Locate facts in grade-level materials concerning safe living practices	a Locate facts in grade-level materials concerning safe living practices	a Locate facts in grade-level materials concerning safe living practices	a Locate facts in grade-level selections concerning safe living practices b Recall facts and supporting evidence

*The Health Education Common Curriculum Goals are underlined. The Health Education Common Knowledge and Skills are identified with an uppercase letter. The lines separate the Common Knowledge and Skills which vertically apply to the above Health Education Knowledge and Skills. (See narrative)

**Learning outcomes drawn from the ODE Essential Learning Skills document are cross-referenced to that document by citing their original identifying number and using its corresponding letter in lower-case form in each grade level.

GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9/10	GRADE 11
A Analyze an environment for safe living (e.g., home/school/play/community)	A Identify a safe local physical environment (e.g., home survey, prevention of communicable diseases, case studies)	A Utilize skills to insure a safe personal physical environment (e.g., care of younger children, wilderness survival)	A Analyze an environment for safe living (e.g., home/school/play/community	A Compare safe global environments (e.g., community, national, international))	A Evaluate an environment for safe living (e.g., home/school/play/community)
b Draw logical conclusions from information presented about a safe environment	b Draw logical conclusions from information presented about a safe environment	b Draw logical conclusions from information presented about a safe environment	b Draw logical conclusions from information presented about a safe environment	b Organize and analyze information presented about a safe environment	b Synthesize information and draw conclusions about a safe environment
B Recognize influences which create a safe environment (e.g., self, family, peers, media)	B Illustrate specific internal and external influences that affect personal safe living (e.g., choices, music, friends and family)	B Experience and analyze specific influences that affect personal and community safe living (e.g., family influence, media, decision making, people in entertainment)	B Evaluate influences which affect safe living (e.g., self, family, peer pressure, media)	B Compare the results of life situation's specific influences with safe living (e.g., peer influence, self-achievement, mentors, family counseling)	B Evaluate influences which affect safe living (e.g., self, family, peer, media)
C Demonstrate understanding of procedures conducive to safe living (e.g., bike pedestrain, water safety)	C Select appropriate rules and procedures related to specific personal and family safe living (e.g., refusal skills, DUII, substance use/abuse, law enforcement)	C Select appropriate rules and procedures related to specific school and community safe living (e.g., sexual conduct, safety in sports)	C Demonstrate understanding of procedures conducive to safe living (e.g., bike, pedestrian, recreational)	C Explain and model rules and procedures conducive to safe living (e.g., traffic safety, laws, rules, job safety, guest speakers on careers)	C Demonstrate understanding of procedures conducive to safe living (e.g., bike, pedestrian, recreational, traffic)
a Locate facts in grade-level selections concerning safe living practices	a Compare facts and opinions concerning safe living practices	a Distinguish facts from opinions concerning safe living practices	a Distinguish facts from opinions concerning safe living practices	a Distinguish facts from opinions concerning safe living practices	a Distinguish facts from opinions concerning safe living practices
b Recall facts and supporting evidence	b Recall both facts, opinions and related supporting details concerning safe living practices	b Recall both facts, opinions and related supporting details concerning safe living practices	b Recall both facts, opinions and related supporting details	b Recall both facts, opinions and related supporting details concerning safe living practices	b Recall both facts, opinions and related supporting details

1.0 Students live a lifestyle which reflects appropriate safe living behaviors (continued).

KNOWLEDGE/SKILLS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
STUDENTS WILL BE ABLE TO:					
	D Demonstrate rules and procedures related to personal safe living	D Demonstrate rules and procedures related to personal and school safe living (e.g., fire safety, law enforcement)	D Demonstrate rules and procedures related to community safe living	D Apply procedures conducive to safe living	D Practice rules and procedures conducive to safe living (e.g., safe lifestyle vs. unsafe lifestyle)
	E State immediate risks and their consequences on self and family (e.g., accidents, disease, poison control, tobacco use)	E Identify risks at home and school and their consequences on self, family and friends (e.g., family support, misinformed peers, strangers)	E Illustrate risks in community and their consequences on self, family and peers (e.g., peer support, self-concepts, substance abuse/use, consumer fraud, passive smoke)	E Identify risks related to unsafe living and their consequences (e.g., substance use, seat belts, self-esteem, personal growth, consumer fraud, AIDS/HIV)	E Demonstrate specific risks and their consequences (e.g., refusal skills, substance use/abuse, decision making, AIDS/HIV)
ELS 6.5 Formulate and support a position using appropriate information and sound argument	a Identify issues related to school that need clarification	a Identify issues related to school that need clarification	a Identify issues related to school that need clarification	a Identify issues related to school that need clarification (e.g., students with AIDS/HIV in school)	a Identify data gathering devices needed to clarify an issue
			b Identify how belief system influenced a decision (e.g., to wear seat belt)	b Identify how bias influenced a decision (e.g., to wear seat belt)	b Identify various belief systems

GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9/10	GRADE 11
D Apply procedures conducive to safe living	D Demonstrate appropriate rules and procedures related to specific personal and family safe living (e.g., smoke free environment, relationships, noise control)	D Practice appropriate rules and procedures related to specific school and community safe living (e.g., goal setting, personal journal)	D Apply procedures conducive to safe living	D Select and experience appropriate rules and procedures conducive to safe living (e.g., safety checklists, planning)	D Formulate and apply safe living procedures for situations in which established procedures do not exist
E Analyze risks related to unsafe living and their consequences (e.g., substance use, seat belts, self-esteem, personal growth, achievement, consumer fraud, AIDS/HIV)	E Recognize levels of consequences related to specific personal risks (e.g., conflict resolution, sexual conduct, goal setting, accidents, fetal alcohol syndrome)	E Differentiate levels of consequences for self and others related to specific risks, (e.g., refusal skills, risks of AIDS/HIV, substance use/abuse, STD's, seat belts, conflict resolution, fetal alcohol syndrome)	E Analyze risks related to unsafe living and their consequences (e.g., substance use, seat belts, self-esteem, personal growth, achievement, consumer fraud, sexual behaviors, AIDS/HIV)	E Compare consequences related to specific risks and identify appropriate alternatives (e.g., safer sex, substance use/abuse, crime, STDs, consumerism, career education, physical abuse in relationships, date rape, fetal alcohol syndrome)	E Analyze risks related to unsafe living and their consequences (e.g., fetal alcohol syndrome, substance use, self-esteem, personal growth, achievement, consumer fraud, sexual behaviors, AIDS/HIV)
a Clarify an issue, using a data gathering device such as a personal interview	a Clarify an issue using a data gathering device such as a per-personal interview (e.g., snack bar at school)	a Take a position on an issue and support it	a Take a position on an issue based on written documentation	a Analyze authoritative data to determine what alternative positions are possible on a specific issue	a Analyze authoritative data to determine what alternative positions are possible on a specific issue
b State rationale for people having biases	b Explain various belief systems	b Explain personal belief systems (e.g., stereotypes, cultural beliefs)	b Explain personal biases	b Identify biases, inconsistencies, or other weaknesses which affect reasoning in oral or written communication	b Evaluate when bias, inconsistency or other weaknesses affect reasoning (e.g., wearing of motorcycle helmet)

1.0 Students live a lifestyle which reflects appropriate safe living behaviors (continued).

KNOWLEDGE/SKILLS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
STUDENTS WILL BE ABLE TO:					
	F Tell how to handle immediate risks (e.g., self-responsibility, communication with family, decision making, 911, first aid)	F Explain how to handle risks at home and school (e.g., how to get help, communication with teacher)	F Decide and demonstrate how to handle risks in community (e.g., communication with friends, empathy, bike safety, skateboards)	F Evaluate consequences of risks and make a responsible decision (e.g., accidents, child abuse, consumer fraud, AIDS/HIV)	F Identify alternatives and decide how to handle specific risks related to unsafe living (e.g., substance use/abuse, disease prevention, personal hygiene, consumer protection)
ELS 6.3 Identify problems and approach their solution in an organized manner	b solve simple word problem by role playing	b Solve one-step problem presented verbally by role playing and use of manipulation	b Identify alternative solutions to a simple problem	b Identify alternative solutions to a simple problem	b Solve problems with more than one possible solution and recognize problems which cannot be solved because they contain too little information
	G Name and practice appropriate responses for personal emergency situations (e.g., emergency phone numbers, who to ask for help, know address and phone number, personal awareness, strangers)	G Practice appropriate responses for emergency situations at home and school (e.g., fire emergency planning, child abuse, first aid)	G Illustrate appropriate responses for emergency situations in community (e.g., first aid, refusal skills, how to answer phone/door, accidents)	G Use appropriate responses in emergency situations (e.g., First Aid Instruction handling body fluids-AIDS/HIV)	G Practice appropriate responses for specific first aid instruction, how to get help, fire drills/planning)
ELS 6.4 Make reasoned evaluations	c Tell whether a treatment is consistent with known facts	c Discuss whether a treatment is consistent with known facts	c Review whether a treatment is consistent with known facts	c Evaluate whether a treatment is consistent with known facts	c Identify sources which help determine whether a statement is factual

GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9/10	GRADE 11
F Evaluate consequences of risks and make a responsible decision (e.g., child abuse, heart disease, consumer fraud, AIDS/HIV)	F Judge among levels of risks to self and related consequences and select appropriate alternatives (e.g., peer pressure, dating, problem solving, decision making, child abuse, goal setting), tobacco related diseases)	F Judge among levels of risks and consequences to self and others to select appropriate alternatives (e.g., sexual activity, suicide prevention, conflict resolution, loss, disease prevention, self-concept, substance use/abuse)	F Evaluate consequences of risks and make a responsible decision (e.g., cancer, STDs, teen pregnancy, accidents, child abuse, consumer fraud, drunk driving, AIDS/HIV)	F Compare risk-taking behaviors and related consequences and select appropriate alternatives for a safe lifestyle (e.g., psychological alternatives, consequences, current trends in health education, child abuse, date rape, parenting skills, National/Oregon health objectives, drunk driving)	F Evaluate consequences of risks and make a responsible decision (e.g., cancer, STDs, teen pregnancy, accidents, child abuse, drunk driving, consumer fraud, AIDS/HIV)
b Identify problems, recognize information necessary to solve problems, and supply additional information, if needed	b Define a problem, choose information to solve the problem and supply additional information, if needed	b Define a problem, choose information to solve the problem and supply additional information, if needed	b Define a problem, choose information to solve the problem and supply additional information, if needed	b Define a problem, choose information to solve the problem and supply additional information, if needed	b Define a problem, choose information to solve the problem and supply additional information, if needed
c Use data from the questioning process to develop a problem-solving plan	c Use data from several sources to develop a problem-solving plan	c Use data from several sources to develop a problem-solving plan	c Use data from several sources to develop a problem-solving plan	c Design and carry out a plan for solving an identified problem	c Design and carry out a plan for solving an identified problem
G Use appropriate responses in emergency situations (e.g., First Aid Instruction, Handling body fluids-AIDS/HIV)	G Identify alternative responses for specific emergency situations (e.g., child care, first aid skills)	G Demonstrate alternative responses for specific emergency situations (school, community) (e.g., active EMS, handling body fluids, AIDS/HIV, fire safety, water safety)	G Use appropriate responses in emergency situations (e.g., CPR/Standard First Aid, handling body fluids-AIDS/HIV)	G Compare and select appropriate alternatives in responding to emergency situations (e.g., first aid, activate EMS)	G Use appropriate responses in emergency situations (e.g., CPR/Standard First Aid, handling body fluids-AIDS/HIV)
c Determine a strategy for determining whether a treatment is correct	c Apply a strategy for determining whether a statement is a fact or an opinion	c Evaluate whether a treatment is based on evidence or opinion	c Evaluate whether a treatment is based on evidence or opinion	c Critically evaluate arguments or positions in terms of known facts pertaining to safe living behaviors	c Critically evaluate arguments or positions in terms of known facts

1.0 Students live a lifestyle which reflects appropriate safe living behaviors (continued).

KNOWLEDGE/SKILLS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
STUDENTS WILL BE ABLE TO:					
	H State simple plan for personal safe living (e.g., hygiene, house cleaning/storage, fire plan, self-responsibility, block houses)	H Describe plans for safe living at home and school (e.g., storage of substances, maps to school/home, fire drills, block houses, pedestrian safety)	H Illustrate plans for safe living in the community (e.g., substance use/abuse, pet safety)	H Create and implement plans for safe living (e.g., Personal Health, AIDS/HIV, non-use of tobacco, alcohol and other drugs)	H Practice specific plans for safe living for self, others (e.g., goal setting, refusal skills, commitment to not use substances)
ELS 6.4 Make reasoned evaluations	d Name some reasons why a person would decide to do a particular activity	d Name some reasons why a person would decide to do a particular activity	d List some reasons why a person would decide to engage in a particular activity (e.g.,	d List some reasons why a person would decide to engage in a particular activity (e.g., wearing seat belts)	d State personal criteria for deciding whether to engage a particular activity (e.g., wearing seat belts)
ELS 6.5 Formulate and support a position using appropriate information and sound argument		b State and support a position on a given issue	b State and support a position on a given issue	b Define a position on a safe living issue using personal criteria	b Defend a position on a safe living issue using interview data as a basis
	I Share plans for personal safe living (e.g., home fire plans, household chore schedule)	I Share plans for safe living at home and school (e.g., family illness, substance use/abuse)	I Share plans for safe living in the community (e.g., bike safety, peer illness, substance use/abuse)	I Assist others to develop plans for safe living	I Share specific plans for safe living for self and others (e.g., peer counseling, role modeling)
ELS 2.3 Use oral communication to give or receive information and directions	d Share ideas and information orally with others about safe living	d Share ideas and information orally with others about safe living	d Share ideas and information orally with others about safe living	d Share ideas and information orally with others about safe living	d Share ideas and information orally with others about safe living
ELS 4.2 Use oral communication to influence others and to respond to persuasion					f Use elements of persuasion with regard to safe living behaviors
ELS 4.2 Use oral communication to influence others and to respond to persuasion	c Express own feelings, knowledge and beliefs about safe living	c Express own feelings, knowledge and beliefs about safe living	c Express own feelings, knowledge and beliefs about safe living	c Express own feelings, knowledge and beliefs about safe living	c Express own feelings, knowledge and beliefs about safe living

GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9/10	GRADE 11
H Create and implement plans for safe living (e.g., goal setting, refusal skills, commitment to not use substances)	H Identify alternatives and select appropriate plans to improve personal safe living (e.g., Smoke Free by Year 2000, immune system, alternatives to unsafe living)	H Demonstrate alternatives and select appropriate plans to improve safe living for self and others (e.g., local resources, substance use/abuse, refusal skills, babysitting)	H Create and implement plans for safe living (e.g., Personal Health, AIDS/HIV non-use of tobacco, alcohol and other drugs)	H Analyze a variety of safe living plans and select appropriate actions (e.g., treatment facilities/ resources, support groups, insurance)	H Create, implement and evaluate plans for safe living (e.g., Personal Health, AIDS/HIV non-use of tobacco, alcohol, and other drugs)
d State personal criteria for deciding whether to engage a particular activity (e.g., wearing seat belts)	d State personal criteria for deciding whether to engage in a particular activity	d State societal criteria for deciding whether to engage in a particular activity (e.g., wearing seat belts)	d State societal criteria for deciding whether to engage in a particular activity (e.g., wearing seat belts)	d Assess the worth of a safe living plan	d Assess the worth of a safe living plan
b Defend a position on a safe living issue using interview data as a basis	b Defend a position using interview data as a basis	b Support another person's position on a safe living issue	b Support another person's position on a safe living issue	b Formulate, support and defend a position on a safe living issue based upon data gathered from objective and authoritative sources	b Formulate, support and defend a position on a safe living issue based upon data gathered from objective and authoritative sources
I Assist others to develop plans for safe living	I Suggest to others alternatives and appropriate plans to improve personal appropriate plans to improve personal appropriate safe living (e.g., classmates, families, adults)	I Suggest and model alternatives and appropriate plans to improve safe living (e.g., community, school, home)	I Assist others to develop plans for safe living (e.g., disease free, pregnancy prevention)	I Analyze with others safe living plans and help select appropriate actions (e.g., National/ Oregon health plans, accident prevention, disease prevention, family planning, pregnancy, insurance)	I Assist others to develop plans for safe living
d Share ideas and information orally with others about safe living	d Share ideas and information orally with others about safe living	d Share ideas and information orally with others about safe living	d Share ideas and information orally with others about safe living	d Share ideas and information orally with others about safe living	d Share ideas and information orally with others about safe living
f Present a persuasive talk	f Present a persuasive talk	f Present a persuasive talk	f Present a persuasive talk	f Use verbal persuasion techniques in a class presentation	f Use verbal persuasion techniques in a class presentation
c Express own feelings, knowledge and beliefs about safe living	c Express own feelings, knowledge and beliefs about safe living	c Express own feelings, knowledge and beliefs about safe living	c Express own feelings, knowledge and beliefs about safe living	c Express own feelings, knowledge and beliefs about safe living	c Express own feelings, knowledge and beliefs about safe living

1.0 Students live a lifestyle which reflects appropriate safe living behaviors (continued).

KNOWLEDGE/SKILLS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
STUDENTS WILL BE ABLE TO:					
	K Describe how eating properly helps to live safely	K Describe how being physically fit relates to living safely	K Describe how being able to manage stressor/risk-taking behavior relates to living safely	K Express the relationships among safe living, nutrition behaviors, levels of fitness and stressor/ risk taking management	K Express the relationships among safe living, nutrition behaviors, levels of fitness and stressor/ risk taking management
ELS 7.4 Practice appropriate and positive health behaviors to enhance learning	b Name common substances that can affect mental and physical performance (e.g., food groups)	b Name common substances that can affect mental and physical performance (e.g., food groups)	b Identify common substances that can affect mental and physical performance (e.g., food groups, tobacco)	b Identify common substances that can affect mental and physical performance	b Explain how substance use can produce healthful or harmful effects on mental and physical performance (e.g., tobacco, alcohol, over-the counter drugs)

GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9/10	GRADE 11
				J Identify career opportunities related to safety and personal health behaviors (e.g., guest speakers, field trips)	J Examine career opportunities related to safety and personal health behaviors
K Express the relationships among safe living, nutrition behaviors, levels of fitness and stressor/risk taking management	K Identify the relationships among safe living, nutrition, physical fitness and stressor/risk-taking management (e.g., role of emotions, balance of strands)	K Select a personal safe living goal. Tell a friend about the goal and report weekly progress	K Express the relationships among safe living, nutrition behaviors, level of fitness and stressor/ risk taking management	K Identify safe living behaviors and how they influence other areas of health promotion (wellness)	K Evaluate the relationships among safe living, nutrition behaviors, levels of fitness and stressor/risk taking management
b Explain how substance use can produce healthful or harmful effects on mental and physical performance	b Predict the effects of substance use on physical and mental performance (e.g., tobacco)	b Evaluate the effects of substance use on physical and mental performance (e.g., alcohol)	b Evaluate the effects of substance use on physical and mental performance	b Apply information and skills concerning substance use which will effect physical and mental performance (e.g., over-the-counter drugs, alcohol, tobacco)	b Apply information and skills concerning substance use which will effect physical and mental performance

Stressor/Risk-Taking Management

The concepts of this strand will assist students to acquire the knowledge and skills necessary to develop appropriate stressor/risk-taking behaviors.

MANAGEMENT OF STRESSOR/RISK-TAKING BEHAVIOR

STRESS: THE INTERNAL THREAT

For thousands of years during human history, the primary causes of early death were contagious diseases and infections. The average life expectancy in the past was from 30-40 years. As humans identified and controlled these external killers through sanitary practices, personal hygiene, vaccinations, and antibiotics, life expectancy climbed to 50-60 years.

Then lifestyle emerged as the main cause of early death. The old philosophy "Eat, drink, and be merry for tomorrow we may die," it turned out, contributed to people dying. People were shortening their lives through smoking, unhealthy eating and drinking, reckless living, and living a sedentary lifestyle.

Knowledge about physical fitness, nutrition fitness, and safe living increased average life expectancy toward 70 years. But now a new internal threat has emerged as the number one cause of early death. This threat can strike even those people who work at physical and nutritional fitness. It is the inability to manage stressor/risk-taking behavior.

STRESS, ILLNESS, COPING, AND RISKING

Illness and death occur when constant "alarm" reactions exhaust the body's response capacities. After prolonged stress the brain suppresses inflammation and immune reactions. This chronic suppression of the immune system increases vulnerability to infections and some forms of cancer.

However, stressors themselves are not the problem. The problem is that some people react to the circumstances and events in their lives in ways that result in illness and early death. Stress is a concept that can be useful in efforts to understand how and why some people become sick while others become strong in the same environment. A summary of research findings shows that:

> Persons less likely to develop stress-related illnesses . . .
>
> - experience fewer stressors in routine activities;
> - feel capable of taking effective action about upsetting events;
> - draw action choices from a wide range of inner and external resources;
> - experience family and friends as caring and supportive;
> - manage self-change well; and
> - convert negative experiences into beneficial learning.

MISUNDERSTANDINGS

Stress has gotten a bad name in recent years. Students can learn to cope with stressful situations better if they clarify misunderstandings about stress and apply what is known about differences between stress-resistant and stress-vulnerable people. Misunderstandings include:

1. Hans Selye picked the wrong word. Selye is the physician who created the concept of "biological stress" in 1936. He apologized in

his memoirs saying he used the wrong term. He said that when he came from Europe to attend medical school he did not understand the English language or physics very well. He said he should have named his concept the "strain syndrome."

His research focus was to understand the physiology of "being sick." He was curious about why different diseases, illnesses, and toxins cause glands and organs to react in similar ways. He described his findings first as biological stress and later as psychological stress.

2. People confuse a stimulus with their reaction to it. Stress is sometimes said to be in the job, home, or school, and sometimes said to be in the person. Many writers and workshop leaders go back and forth in saying that stress is an external stimulus ("List all the stresses in your job . . .") and the internal reaction to the stimulus. In physics a stressor is an external force attempting to deform an object. The effect on an object is measured as strain.

3. There is no stress in any situation until a person has a stress reaction. What is stressful for one person is not stressful for another. Despite the good intentions of the 1987 Oregon legislature in passing House Bill 2271 declaring that job stress must be objectively defined, it can't be. Whether or not a person experiences distress depends upon the person's perception of what is going on and the person's coping skills. It isn't the circumstance that counts, it is the person's reaction to it that counts.

4. A stressful situation can be beneficial. Selye coined the term "eustress" to emphasize that a certain amount of stress is necessary, is good for people. Athletes build up their physical strength through frequent workouts. Professional training programs build competence by straining people to their limits and slightly beyond. Emotionally stressful experiences can motivate a person to learn new coping skills.

5. Good events in a person's life can be stressors. Most people think of stress in only negative terms. "Stress," as originally defined by Selye, "is the nonspecific response of the body to any demand made upon it to adapt whether that demand produces pleasure or pain."

   Few people understand why the Life Event Scale predicting illness or injury, developed by Psychiatrist Thomas Holmes and Richard Rahe, includes such items as: decrease in arguments with spouse, buying a new home, getting a promotion, receiving more money, taking a vacation, and major holidays. The fact is that any change from what one is accustomed to requires adaptation and that draws on the physical reserves of the person in a way that may lead to illness or injury.

PSYCHOLOGICAL FITNESS

Evidence that people do not know how to handle their life stresses well is found in the wide spread use of tranquilizing substances. Research by the National Institute on Drug Abuse reveals that each year Americans obtain 57.1 million prescriptions for Valium and 15.3 million prescriptions for Librium. In the 17-21 year old age

group, 92 percent consume alcohol and 41 percent use marijuana each year.

The health education challenge in the years ahead is to teach students how to live safely by developing psychological fitness instead of turning to chemical substances. Life's best survivors gain strength from stressful experiences by learning how to handle them better the next time they occur. By developing healthy self-esteem, self-reliance, emotional flexibility, and effective coping skills, they get stronger and better as the years go by.

CURRICULUM CHALLENGES

One educational challenge is to create a flexible learning environment which effectively handles a wide range of differences in the stress handling abilities in children. This environment will enable each child to learn to effectively handle the stressors in life. This will allow the student the opportunity to be responsible in living safely, maintaining and improving physical fitness, and eating properly.

Another educational challenge is to develop ways to support risk taking that is necessary for developing self confidence while not supporting taking risks with drugs, sex, fast driving, or other health and life endangering activities.

The most important educational challenge is the importance of a growing child to have good role models. How teachers deal with stressors and engage in risk-taking behavior in their own lives will have more of an impact on students than what they try to teach in the classroom.

SUMMARY AND CONCLUSIONS

Now that people are learning the value of good nutrition, physical fitness, and safe living habits, an internal threat has emerged as the number one cause of early death. This internal threat is stressor/risk-taking behavior and the victims are often accomplices.

Many people are self-frazzling. They either create their own chronic stress reactions through poor self-management and risk taking or from not coping well with externally induced stressors.

Stress resistance can be learned. Many guidelines and programs exist on how to reduce and manage stress. The better approaches separate specific, unique, significant stressors in a person's life from the cumulative effect of many hassles. An effective plan of action includes problem solving and creative coping strategies for handling specific stressors while also developing life-style plans of action for resting and revitalizing. Specific problems require specific solutions while the cumulative effects of many small, non-specific hassles require generalized, non-specific wellness activities.

Biologists say that the human body is programmed for 120 years of healthy living. The challenge for health education lies in developing ways to teach students how to enjoy many decades of healthy, productive living.

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The review of research and initial draft of this paper was done by Lawrence Al Siebert, Ph.D.

STRESSOR/RISK MANAGEMENT

2.0 Students live a lifestyle which reflects appropriate management of stressor/risk-taking behaviors.

KNOWLEDGE/SKILLS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
STUDENTS WILL BE ABLE TO:					
2.1 DESIGN AND IMPLEMENT A PLAN TO MANAGE LIFESTYLE STRESSORS AND RISK-TAKING BEHAVIORS	A Name experiences that make them feel happy or sad	A Describe how they feel when they share their belongings	A Discuss how they feel about doing well in school work and extra curriculur activities (e.g., positive reinforcement)	A Identify stressors and the role their perception plays in determining them as good or bad (e.g., peers, family, school, competition, praise, criticism, self, food, recreational activites, pressure to use drugs/alcohol/tobacco)	A Interpret and accept individual growth pattern as normal adolescent development
ELS 5.3 Select appropriate form of writing based on audience and purpose (prewriting and planning)	a Generate words and simple message	a Generate words and simple message	a Write in a variety of forms such as journals, logs, stories, letters, poems and descriptions	a Write in a variety of forms such as journals, logs, stories, letters, poems and descriptions	a Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems and descriptions
ELS 5.4 Present ideas in understandable sequence on the topic selected (drafting)	b Stay on a given topic in an oral presentation	b Stay on a given topic in an oral presentation	b Write sentences which connect related ideas	b Write sentences which connect related ideas	b Organize related sentences into paragraghs
ELS 3.1 Comprehend implied meanings of written, oral and visual communications concerning stressor/risk-taking behaviors	a Name stressors	a Define stressors	a Gather information about stressors	a Relate new information to previous knowledge about stressors	a Relate new information to previous knowledge about stressors
	b Draw conclusions from oral and visual information	b Draw conclusions from information in a sentence	b Draw conclusions from information in a paragraph	b Draw logical conclusions from information presented about a stressor/risk-taking behavior	b Draw logical conclusions from information presented about a stressor/risk-taking behavior
ELS 4.1 Determine the significance and accuracy of information and ideas presented in written, oral, aural and visual communications	a Name real versus imaginary items	a Identify real from imaginary	a Identify real information from imaginary information	a Separate real from unreal information and ideas	a Identify real information from imaginary information

GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9/10	GRADE 11
A Identify and analyze stressors and the role perception plays in determining them as good or bad (e.g., peers, family, school, competition, praise, criticism, self, food, recreational activities, pressure to use drugs, adolescent growth spurt, relationships)	A Analyze nutritional intake and relate this to varying levels of stress	A Analyze factors which influence experimentation with sexual activity	A Identify and analyze stressors and the role perception plays in determining them as good or bad (e.g., peers, family, school, competition, praise, criticism, self, food, recreational activities, pressure to use drugs, adolescent growth spurt, relationships, pressure to become sexually active)	A Formulate alternatives to suicide when dealing with crisis situations such as: pregnancy; depression: unresolved conflict; loss of relationships; substance use/abuse	A Identify and evaluate stressors and the role perception plays in determining them as good or bad (e.g., peers, family, school, competition, praise, criticism, self, food, recreational activities, pressure to use drugs, adolescent growth spurt, relationships, pressure to become sexually active)
a Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems, and descriptions	a Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems and descriptions	a Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems and descriptions	a Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems and descriptions	a Write in a variety of forms such as personal essays, journals, reports, stories, letters and dialogues	a Write in a variety of forms such as personal essays, journals, reports, stories, letters and dialogues
b Write paragraphs in which all sentences are related to the topic	b Write paragraphs in which all sentences are related to the topic	b Write paragraphs in which all sentences are related to the topic	b Write paragraphs in which all sentences are related to the topic	b Write essays in which all paragraphs are related to the topic	b Write essays in which all paragraphs are related to the topic
a Relate new information to previous knowledge about stressors	a Relate new information to previous knowledge about stressors	a Relate new information to previous knowledge about stressors	a Relate new information to previous knowledge about stressors	a Relate new information to previous knowledge about stressors	a Relate new information to previous knowledge about stressors
b Draw logical conclusions from information presented about stressor/risk-taking behavior	b Draw logical conclusions from information presented about stressor/risk-taking behavior	b Draw logical conclusions from information presented about stressor/risk-taking behavior	b Draw logical conclusions from information presented about stressor/risk-taking behavior	b Organize and analyze presented information in larger selections	b Synthesize information and draw conclusions about stressor/risk-taking behavior
a Identify fiction and nonfiction	a Identify information used to draw conclusions	a Separate between relevant and irrelevant information used to draw conclusions	a Separate between relevant and irrelevant information used to draw conclusions	a Distinguish between logical and illogical conclusions	a Distinguish between logical and illogical conclusions

2.0 Students live a lifestyle which reflects appropriate management of stressor/risk-taking behaviors.

KNOWLEDGE/SKILLS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
STUDENTS WILL BE ABLE TO:					
	B Describe their feelings in given situations (e.g., going to a movie, sent to bedroom, self-protection)	B Express how they feel when they are asked to do something new (e.g., self-concept)	B Identify how family or friends' relationships make them feel (e.g., happy, sad, child abuse, positive interactions)	B Identify physical and emotional effects of stressors on self (e.g., excitement, pride, fear, embarrassment, illness, self-concept, child abuse, tobacco use)	B Identify a major fear and discuss its physical and emotional effects
ELS 7.4 Practice appropriate and positive health behaviors to enhance learning		c Define stressful situations	c Name common stressful situations	c Identify common stressful situations	c Describe common stressful situations which can affect physical and mental performance
ELS 7.1 Clarify purposes of assignment	a Repeat oral instructions	a Repeat oral instructions	a Repeat oral instructions in proper sequence and ask questions to clarify	a Determine general purpose of assignment and ask clarification questions if necessary	a Determine general purpose of assignment and ask clarification questions if necessary
ELS 3.1 Comprehend implied meanings of written, oral and visual communications					d Recognize direct cause and effect relationships within a passage
					f Draw conclusions based on perception of implied meaning

GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9/10	GRADE 11
B Describe effects of physical and emotional stressors on self (e.g., excitement, pride, achievement, fear, embarrassment, illness, HIV, depression, attempted suicide, child abuse, substance abuse, self-concept)	B Recognize the short- and long-term physical emotional effects of child abuse	B Describe short- and long-term physical and emotional effects of substance abuse	B Predict short- and long-term physical and emotional effects of stressors on self and others (e.g., excitement, pride, fear, embarrassment, illness, HIV, depression, attempted suicide, substance use/abuse, child abuse, teen pregnancy, relationships, family, self-concept)	B Identify short- and long-term physical and emotional effects of being diagnosed positive HIV tests, ARC and AIDS	B Predict short- and long-term physical and emotional effects of stressors on self and others (e.g., excitement pride, fear, embarrassment, illness, HIV, depression, attempted suicide, substance use/abuse, child abuse, teen pregnancy, relationships, family)
c Explain how stressful situations can affect physical and mental performance	c Apply how stressful situations can affect physical and mental performance	c Criticize impact of stress or stressful situations on individual lifestyle	c Evaluate impact of stress or stressful situations on individual lifestyle	c Predict impact of stress or stressful situations on individual lifestyle	c Implement a personal plan to minimize the negative effects of stress which will enhance physical and mental performance
a Determine general purpose of assignment and ask clarification questions if necessary	a Determine general purpose of assignment and ask clarification questions if necessary	a Determine general purpose of assignment and ask clarification questions if necessary	a Determine general purpose of assignment and ask clarification questions if necessary	a Determine general purpose of assignment and ask clarification questions if necessary	a Determine general purpose of assignment and ask clarification questions if necessary
d Infer direct cause and effect relationships	d Recognize direct and indirect cause and effect relationships	d Recognize direct and indirect cause and effect relationships	d Recognize direct and indirect cause and effect relationships	d Infer direct and indirect cause and effect relationships	d Infer direct and indirect cause and effect relationships
f Make inferences and draw conclusions based on perception of implied meaning	f Make inferences and draw conclusions based on perception of implied meaning	f Make inferences and draw conclusions based on perception of implied meaning	f Make inferences and draw conclusions based on perception of implied meaning	f Make inferences and draw conclusions based on perception of implied meaning	f Make inferences and draw conclusions based on perception of implied meaning

2.0 Students live a lifestyle which reflects appropriate management of stressor/risk-taking behaviors (continued).

KNOWLEDGE/SKILLS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
STUDENTS WILL BE ABLE TO:					
	C Tell something they do when they are tired	C Identify people with whom they feel comfortable in talking with	C Discuss how physical activities make them feel better	C Identify and use stressor/risk management skills and techniques (e.g., deep breathing, refusal skills, physical activity, humor, recreational activities, goal and priority setting, development of personal contracts, support groups, proper nutrition)	C Prioritize at least three daily activities
ELS 6.4 Make reasoned evaluations	d Share why a person makes certain choices	d Share why a person makes certain choices	d List some reasons why a person would decide to engage in a particular activity (e.g., listening to music)	d List some reasons why a person would decide to engage in a particular activity	d State personal criteria for deciding whether to engage in a particular activity
ELS 6.1 Recognize, construct and draw inferences concerning relationships among things and ideas			a Identify stressor/risk management skills which help deal with stress	a Identify stressor/risk management skills which help deal with stress	a Classify stressors and identify activities according to their ability to deal with that stressor (e.g., home, work, school, peer)
	D Discuss how they feel when others are sad or happy	D Discuss how their actions affect others	D Role play positive ways to other's actions	D Examine effects of personal stress on others	D Recognize the non-verbal signs of stress in parents and teachers
ELS 2.3 Use oral communication to give or receive information and directions	d Share ideas and information orally with others	d Share ideas and information orally with others	d Share ideas and information orally with others	d Share ideas and information orally with others	d Share ideas and information orally with others

GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9/10	GRADE 11
C Identify and use stressor risk management skills and techniques (e.g., deep breathing, refusal, physical activity, humor, recreational activities, goal and priority setting, time management, development of personal contracts, support groups, proper nutrition)	C Practice a recreational activity as a method to reduce stress	C Construct a short-range personal health plan focusing on one aspect of their lifestyle	C Develop and implement a personal plan for stressor/risk management (e.g., deep breathing, refusal, physical activity, humor, recreational activities, goal and priority setting, development of personal contracts, support groups, proper nutrition, personal relationships	C Identify and practice refusal skills in situations requiring personal choice (e.g., alcohol, drugs, dating relationships, illegal actions, etc.)	C Develop and implement a personal plan for stressor/risk management (e.g., deep breathing, refusal, physical activities, goal and priority setting, development of personal contracts, support groups, proper nutrition, family planning)
d State personal criteria for deciding whether to engage in a particular activity	d State societal criteria for deciding whether to engage in a particular activity	d State societal criteria for deciding whether to engage in a particular activity	d State societal criteria for deciding whether to engage in a particular activity	d Assess the worth of a given course of action or policy	d Assess the worth of a given course of action or policy
a Classify stressors and identify activities according to their ability to deal with that stressor (e.g., home, work, school, peer)	a Classify stressors and identify activities according to their ability to deal with that stressor (e.g., home, work, school, peer)	a Classify stressors and identify activities according to their ability to deal with that stressor (e.g., home, work, school, peer)	a Classify stressors and identify activities according to their ability to deal with that stressor (e.g., home, work, school, peer)	a Classify stressors and identify activities according to their ability to deal with that stressor (e.g., home, work, school, peer)	a Classify stressors and identify activities according to their ability to deal with that stressor (e.g., home, work, school, peer)
D Examine effects of personal stress on others	D Identify stressor/risk management techniques	D Examine influence of short-range personal health plan on self and others	D Examine the influence of personal stressor/risk management plan on others	D Evaluate the influence of practiced refusal skills on others	D Evaluate the influence of personal stressor/risk management plan on others
d Share ideas and information orally with others	d Share ideas and information orally with others	d Share ideas and information orally with others	d Share ideas and information orally with others	d Share ideas and information orally with others	d Share ideas and information orally with others

2.0 Students live a lifestyle which reflects appropriate management of stressor/risk-taking behaviors (continued).

KNOWLEDGE/SKILLS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
STUDENTS WILL BE ABLE TO:					
					E Identify three stress reducing techniques to use in a conflict situation
ELS 6.2 Generate and test interpretations, explanations, predictions and hypotheses					b Predict what influence different factors will have on the level of personal stress (e.g., physical, health, time of day, environment)
					c Identify ways to determine whether a duplicate of an experiment will produce the same results
ELS 6.3 Identify problems and approach their solution in an organized manner					e Share successful and unsuccessful problem-solving strategies
					f Engage in cooperative problem solving and compare alternative solution strategies
					g Develop new suggestions or approaches if problem is not solved

GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9/10	GRADE 11
E Assess effectiveness of personal stressor/risk management skills and techniques	E Choose appropriate techniques to deal with personal stress	E Assess and modify the effectiveness of short-range health plan (e.g., risk factors)	E Assess and modify, if needed, the effectiveness of personal stressor/risk management plan	E Assess and modify, if necessary, the effectiveness of practiced refusal skills on others	E Assess and modify, if necessary, the effectiveness of personal stressor/risk management plan
b Predict what influence different factors will have on the level of personal stress (e.g., physical health, time of day, environment)	b Identify which factors will have the greatest influence on a behavior or result	b Develop a hypothesis from observed data about a personal stressor/risk manage-plan	b Develop a hypothesis from observed data about a personal stressor/risk manage-plan	b Develop a hypothesis from observed data about a personal stressor/risk manage-plan	b Develop a hypothesis from observed data about a personal stressor/risk management plan
c Follow directions to conduct an experiment and identify the hypothesis used	c Differentiate between a hypothesis and a conclusion	c Present an oral or written defense of a hypothesis	c Gather data that confirms or negates a hypothesis	c Present an oral or written defense of a hypothesis	c Design means to test hypothesis
e Share successful and unsuccessful problem-solving strategies	e Solve problems with more than one possible solution and recognize problems which cannot be solved because they contain too little information	e Describe both successful and unsuccessful solution strategies	e Describe both successful and unsuccessful solution strategies	e Evaluate problem-solving strategies in terms of tools, methodologies, processes, operations	e Evaluate problem-solving strategies in terms of tools, methodologies, processes, operations
f Engage in cooperative problem solving and compare alternative solution strategies	f Engage in cooperative problem solving and compare alternative solution strategies	f Engage in cooperative problem solving and compare alternative solution strategies	f Engage in cooperative problem solving and compare alternative solution strategies	f Engage in cooperative problem solving and compare alternative solution strategies	f Engage in cooperative problem solving and compare alternative solution strategies
g Use formative (in process) data to modify or confirm problem-solving plan	g Identify formative data to modify or confirm problem-solving plan	g Use summative (final) data to determine if the problem-solving approach was successful, and if not, how it would be modified	g Use summative (final) data to determine if the problem-solving approach was successful, and if not, how it would be modified	g Analyze the formative and summative data to confirm or revise the proposed solution	g Analyze the formative and summative data to confirm or revise the proposed solution

2.0 Students live a lifestyle which reflects appropriate management of stressor/risk-taking behaviors (continued).

KNOWLEDGE/SKILLS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
STUDENTS WILL BE ABLE TO:					
ELS 4.2 Use oral communication to influence others and to respond to persuasion					
ELS 7.2 Use resources beyond the classroom					
ELS 4.4 Listen, read, view and evaluate presentations of mass media					
	H Tell how proper dietary habits relate to managing stressor/ risk-taking behaviors	H Describe how physical fitness relates to the management of stressor/ risk-taking behaviors	H Describe how living safely relates to the management of stressor/ risk-taking behaviors	H Express the relationships among management of stressor/risk-taking behaviors, nutrition, physical fitness and safe living	H Express the relationships among management of stressor/risk-taking, behaviors, nutrition, physical fitness and safe living
ELS 6.1 Recognize, construct and draw inferences concerning relationships among things and ideas	a Identify general characteristics of objects which make them similar or different from another	a Identify general characteristics of objects which make them similar or different from another	a Identify those elements that increase your ability to handle stress (e.g., high level of fitness, good nutrition, etc.)	a Identify those elements that increase your ability to handle stress (e.g., high level of fitness, good nutrition, etc.)	a Identify those elements that increase your ability to handle stress (e.g., high level of fitness, good nutrition, etc.)

GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9/10	GRADE 11
	F Compare, with a peer, at least one method of dealing with stress	F Critique a peer's short-range personal health plan	F Assist others to develop stressor/risk management skills	F Model effective refusal skills on others	F Assist others to develop stressor/risk management skills
		a Provide logical answers based upon factual data in assisting others in developing stressor/ risk management skills	a Provide logical answers based upon factual data in assisting others in developing stressor/ risk management skills	a Provide logical answers based upon factual data in assisting others in developing stressor/ risk management skills	a Provide logical answers based upon factual data in assisting others in developing stressor/ risk management skills
	c Use library classification system and services to locate specialized resource required to complete assignments	c Use library classification system and services to locate specialized resource required to complete assignments	c Use library classification system and services to locate specialized resource required to complete assignments	c Use library classification system and services to locate specialized resource required to complete assignments	c Use library classification system and services to locate specialized resource required to complete assignments
		c Recognize persuasion techniques found in audio and visual communications	c Recognize persuasion techniques found in audio and visual communications	c Recognize elements and use of propaganda techniques found in visual communications	c Recognize elements and use of propaganda techniques found in visual communications
				G Interview people whose careers help others deal with stressor/ risk management (e.g., counselor, social worker, psychologist, fitness, instructor)	G Examine career opportunities related to stressor/risk management (e.g., counselor, social worker, fitness specialist)
H Express the relationships among stressor/risk taking management, nutrition, behaviors and safe living	H Identify the relationships among safe living, nutrition, physical fitness and stressor/risk-taking behaviors (e.g., guest speakers)	H Select a personal stressor/risk-taking behavior to manage. Tell a friend about the goal and report weekly progress	H Express the relationships among stressor/ risk-taking management, nutrition, physical fitness and safe living	H Identify stressor/ risk-taking behaviors and how they influence other areas of wellness	H Evaluate the relationships among stressor/ risk-taking management, nutrition, behaviors and safe living
a Identify those elements that increase your ability to handle stress (e.g., high level of fitness, good nutrition, etc.)	a Identify those elements that increase your ability to handle stress (e.g., high level of fitness, good nutrition, etc.)	a Identify those elements that increase your ability to handle stress (e.g., high level of fitness, good nutrition, etc.)	a Identify those elements that increase your ability to handle stress (e.g., high level of fitness, good nutrition, etc.)	a Analyze those elements that increase your ability to handle stress (e.g., high level of fitness, good nutrition, etc.)	a Evaluate those elements that increase your ability to handle stress (e.g., high level of fitness, good nutrition, etc.)

Physical Fitness

The concepts of this strand will assist students to acquire the knowledge and skills necessary to develop appropriate physical fitness behaviors.

PHYSICAL FITNESS

OUR BODIES ARE THE "VEHICLES" WE HAVE BEEN GIVEN TO USE ON OUR JOURNEY THROUGH LIFE

We live in and through our bodies. Our minds and emotions live in our physical bodies. We experience the world through the physical senses of our bodies, and our experiences shape the behaviors, habits, and values that become our lifestyles. Our status of health is judged by how we live our lives, and therefore, it is inextricably linked to our beliefs of who we are and what we can or cannot do in and with our bodies.

IT IS IMPORTANT TO KEEP OUR "VEHICLES" TUNED IN ORDER TO GIVE THEIR BEST PERFORMANCES WHEN CALLED UPON AND TO PROLONG THEIR USEFULNESS

We understand the idea of keeping a car tuned to have it perform well and to be sure that it will respond in emergency situations. A well cared for car not only lasts longer, it has a higher resale value. Why not give the same attention and care to our personal life "vehicles" - our bodies?

Being fit to participate in a healthy life means much more than calisthenics or athletics. We are most familiar with fitness as defined by components such as flexibility, balance, cardiovascular endurance, agility, conditioning, and coordination. It means keeping your <u>entire</u> body in its best working order. It means not letting your body prevent you from doing something that you want to do. Fitness means paying attention to <u>all</u> the systems of your body. But fitness also means:

- taking care of your systems, your teeth, your skin, your eyes, your ears, your posture;
- eating healthfully, controlling your weight, your body composition;
- lifting, carrying, and moving things efficiently;
- managing your stress levels, your frame of mind;
- sleeping and resting adequately;
- managing your risk-taking behavior;
- enjoying your hobbies to their fullest.

Through exercise we can keep body systems functioning efficiently, thus lowering the risks of illness, disease, and premature death. By being mentally and physically fit we learn what our bodies can do, thus safely reducing risks of accident and injury. Experiencing activities that are challenging and are satisfying contributes to sound mental health. Problem solving and decision making are skills that require a person to be mentally and physically fit. Engaging in exercise and meaningful activity develops and maintains fitness of the total self--mind, body, and spirit--and contributes to an improved health status and a healthy lifestyle.

KEEPING OUR "VEHICLES" IN THEIR BEST WORKING ORDER IS A CONTINUAL PROCESS, WITH MANY INTERRELATED ASPECTS

It is not enough to develop an initial level of fitness and think that the goal has been achieved.

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Living a healthy lifestyle requires giving consistent attention to maintaining levels of fitness that meet changing life activities during life stages.

We live in a highly interactive and interrelated environment. Trying to achieve lifestyle health goals by means of the "traditional" health curriculum would be fragmented at best. Health Objectives for the Nation (1980) strives to combine traditional health topics into meaningful concepts so citizens would take interest in directing their health behaviors, not just studying about health topics. The Oregon Health Education Common Curriculum Goals provide interrelationships with the components of a healthful lifestyle. It is imperative that relationships among the four conceptual strands be understood so that health units and learning activities are related to each other.

The four strands of the Health Common Curriculum Goals are key concepts enabling the acquisition of skills necessary to live a healthful life and to value improved health status as a national goal. Efforts expended on one strand will affect other strands. Just as the school curriculum must be interrelated in order to fully educate the whole child, so will paying attention to your state of fitness influence the other strands of the health curriculum. Developing and maintaining an appropriate state of fitness will foster better attitudes toward the other aspects of health by promoting positive health behaviors.

THE SCHOOL HEALTH EDUCATION CURRICULUM IS THE PLACE TO LEARN ABOUT THE CARE, MAINTENANCE, AND VALUING OF OUR LIFE "VEHICLES"

Health status depends on the behaviors that are practiced every day--habits and routines that continue long after the school years. School is a place where youngsters can learn to identify, practice, and value those fitness concepts that are the building blocks for personal health.

The most important educational challenge is the importance of a growing child to have good role models. How teachers deal with stressors and engage in risk-taking behavior in their own lives will have more of an impact on students than what they try to teach in the classroom.

The Framingham Study (1971), a pioneer study of factors affecting health, concluded that people function at the peak of their capacity when their bodies are healthy and strong. "In this sense, physical fitness is the basis for all activities in our society; if our bodies grow soft and inactive, if we fail to encourage physical development and prowess, we will undermine our capacity for thought, for work, and for the use of those skills vital to an expanding and complex America." (Kannel, et al., 1971).

Most recently, the Midcourse Review of The 1990 Health Promotion Objectives for the Nation (1986) reported that we as a nation are "on track" in our progress toward many of the objectives identified in 1980. However, this review also projected that achieving the physical fitness objectives will take "a change in social and economic structure" of this nation; one that "fosters active lifestyles for large segments of the population" (USDHHS, 1986).

This midcourse review can be viewed as a stumbling block or a stepping stone. The Oregon Department of Education has chosen it as a stepping stone to provide leadership and direct some changes in that

desired direction. The Health Education Common Curriculum Goals formally recognize the place of meaningful physical fitness as an integral part of total health. By teaching our young people the essential skills that are inextricably linked to the valuing of full health and the practicing of a healthful lifestyle long after school is completed is a step in the right direction.

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The review of research and initial draft of this paper was done by Pat Ruzicka, Ph.D., education specialist.

PHYSICAL FITNESS

3.0 Students live a lifestyle which reflects appropriate physical fitness behaviors.

KNOWLEDGE/SKILLS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
STUDENTS WILL BE ABLE TO:					
3.1 DESIGN AND IMPLEMENT A SAFE PERSONAL PHYSICAL FITNESS PLAN ADAPTABLE TO LIFELONG NEEDS	A Define and locate pulse points and identify difference in pulse during activity and rest	A Define and take pulse rate during activity and rest	A Identify and record pulse rate and blood pressure during activity and rest	A Identify pulse rate and blood pressure during activity and rest	A Explain the effects of rest, exercise and post exercise on pulse rate and blood pressure
ELS 2.2 Use instructional materials as basis for gaining knowledge and improving comprehension					a Use table of contents and index to locate general and specific information
	B Experience and enjoy aerobic activity	B Define and experience a variety of aerobic activities	B Set and fulfill a goal to perform regular aerobic activity	B Identify and experience aerobic activity	B Identify and experience a variety of anaerobic and aerobic activities
ELS 1.1 Recognize words commonly used in grade-level materials in the study of physical fitness	b Use clues within the environment in order to gain information from print	b Use illustrations and words in a sentence to infer correct words	b Use illustrations and words in a paragraph to infer correct words	b Use context clues in a paragraph to infer correct word(s)	b Use context clues in a passage to infer correct word(s)
ELS 1.2 Determine meaning of unknown words commonly used in grade-level materials, including subject areas	a Use context clues from oral presentation to infer meaning of unknown word(s)	a Use illustrations and adjacent words in a paragraph to infer meaning of unknown word(s)	a Use adjacent words to infer meaning of unknown words	a Use adjacent words to infer meaning of unknown words	a Use context clues to infer meaning of unknown words
	b Make oral distinction between compound and plural words	b Make oral distinction between compound and plural words	b Use knowledge of each part of a compound word to determine meaning	b Use knowledge of each part of a compound word to determine meaning	b Use knowledge of affixes and root words to determine word meanings

GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9/10	GRADE 11
A Explain relationship between heart, and muscles during exercise and rest	A List ways to improve cardio-respiratory fitness; accurately take pulse at brachial and/or carotid artery, resting and after exercise and record results; and analyze heart rate	A Determine appropriate personal target heart rate by using a formula and recognize what appropriate target heart rate is	A Determine personal target heart rate and identifies ways to improve cardio-respiratory fitness	A Recognize the relationship of external methods of monitoring the heart (e.g., recovery heart rate, resting heart rate, blood pressure pulse	A Interprets relationship of personal target heart rate to total fitness
a Use table of contents and index to locate general and specific information	a Use table of contents, index, summaries, charts, graphs and illustrations to locate information needed	a Use table of contents, index, summaries, charts, graphs and illustrations to locate information needed	a Use table of contents, index, summaries, charts, graphs and illustrations to locate information needed	a Use table of contents, index, summaries, charts, graphs and illustrations to locate information needed	a Use table of contents, index, summaries, charts, graphs and illustrations to locate information needed
B Experience and differentiate between aerobic and anaerobic activities	B Design a short-term personal fitness plan including aerobic and anaerobic activities	B Develop a long-term personal fitness plan including aerobic and anaerobic activities	B Select appropriate safe levels of aerobic and anaerobic activities	B Evaluate new ideas and/or research of a variety of activities as they relate to total fitness (e.g., hair, eyes, teeth, skin, ears, feet, posture, nails)	B Experience and examine a variety of aerobic activities as they relate to total fitness
b Use context clues in a passage to infer correct word(s)	b Use context clues in a selection to infer correct word(s)	b Use context clues in a selection to infer correct word(s)	b Use context clues in a selection to infer correct word(s)	b Use context clues in a selection to infer correct word(s)	b Use context clues in a selection to infer correct word(s)
a Use context clues to infer meaning of unknown words	a Use context clues in a passage in infer correct word(s)	a Use context clues, punctuation and syntax to infer meaning unknown words and concepts	a Use context clues, punctuation and syntax to infer meaning unknown words and concepts	a Use context clues, punctuation and syntax to infer meaning unknown words and concepts	a Use context clues, punctuation and syntax to infer meaning unknown words and concepts
b Use knowledge of affixes and root words to determine word meanings	b Use knowledge of affixes and root words to determine word meanings	b Use knowledge of affixes and root words to determine word meanings	b Use knowledge of affixes and root words to determine word meanings	b Use knowledge of affixes and root words to determine word meanings	b Use knowledge of affixes and root words to determine word meanings

3.0 Students live a lifestyle which reflects appropriate physical fitness behaviors (continued).

KNOWLEDGE/SKILLS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
STUDENTS WILL BE ABLE TO:					
	C Experience activities that enhance flexibility, muscular endurance and strength	C Recognize the importance and practice activities that enhance flexibility, muscular endurance and strength	C Define flexibility, muscular endurance and strength. Practice activities that enhance them	C Experience and practice activities that enhance flexibility, muscular endurance and strength	C Identify and experience activities that enhance flexibility, muscular endurance and strength
ELS 5.3 Select appropriate form of writing based on audience and purpose (prewriting and planning)	a Generate words and single messages	a Generate words and single messages	a Write in a variety of forms such as journals, logs, stories, letters, poems and descriptions	a Write in a variety of forms such as journals, logs, stories, letters, poems and descriptions	a Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems and descriptions
ELS 6.4 Make reasoned evaluations	d Share why a person makes certain choices	d Share why a person makes certain choices	d List some reasons why a person would decide to engage in a particular activity	d List some reasons why a person would decide to engage in a particular activity	d State personal criteria for deciding whether to engage in a particular activity
	D Recognize that the body is composed of interrelated parts (e.g., cells, organs, systems)	D Recognize the role of fat cells (e.g., warmth, energy)	D Define lean body mass (e.g., muscle, bone)	D Define body composition	D Describe the relationship of body fat to lean body mass (e.g., percent body fat)
ELS 2.1 Identify main ideas supporting details, facts and opinions presented in written, oral and visual formats	a Locate facts and details through oral and visual formats	a Locate facts and details through oral and visual formats	a Locate facts in grade-level materials	a Locate facts in grade-level materials	a Locate facts in grade-level selections
ELS 3.1 Comprehend implied meanings of written, oral, visual communications					d Recognize cause and effect relationships within a passage

GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9/10	GRADE 11
C Explain importance of flexibility, muscular endurance and strength and practice appropriate activity (e.g., aerobic activity	C Perform exercises to increase flexibility, muscular endurance and strength	C Choose and practice an activity to enhance each of the following: flexibility, muscular endurance and strength	C Design and practice a variety of activities that enhance flexibility, muscular endurance and strength (e.g., aerobic activity)	C Illustrate examples and benefits of activities that build flexibility, muscular endurance, strength and cardiovascular fitness	C Experience and examine a variety of activities that build flexibility, muscular endurance and strength (e.g., aerobic activity)
a Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems and descriptions	a Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems and descriptions	a Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems and descriptions	a Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems and descriptions	a Write in a variety of forms such as personal essays, journals, reports, stories, letters and dialogues	a Write in a variety of forms such as personal essays, journals, reports, stories, letters and dialogues
d State personal criteria for deciding whether to engage in a particular activity	d State societal criteria for deciding whether to engage in a particular activity	d State societal criteria for deciding whether to engage in a particular activity	d State societal criteria for deciding whether to engage in a particular activity	d Assess the worth of a given course of action or policy	d Assess the worth of a given course of action or policy
D Explain the relationship of activity to body composition	D Identify how body fat is measured (e.g., hydrostatic and calipers, tables, etc.)	D Practice the skill of using skin-fold calipers	D Evaluate personal body composition	D Assess then predict future personal body composition (e.g., lean body mass versus body fat, nutrition (metabolic rate) and physical exercise)	D Evaluate personal body composition
a Locate facts in grade-level selections	a Locate and distinquish facts from opinions	a Distinguish facts from opinions	a Distinguish facts from opinions	a Distinguish facts from opinions	a Distinguish facts from opinions
d Infer direct cause and effect relationships	d Infer direct cause and effect relationships	d Recognize direct and indirect cause and effect relationships	d Recognize direct and indirect cause and effect relationships	d Recognize direct and indirect cause and effect relationships	d Recognize direct and indirect cause and effect relationships

3.0 Students live a lifestyle which reflects appropriate physical fitness behaviors (continued).

KNOWLEDGE/SKILLS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
STUDENTS WILL BE ABLE TO:					
	E Participation in a standardized health-related fitness test activities (e.g., related to one's own limitations)	E Participation in a standardized health-related fitness test activities (e.g., related to one's own limitations)	E Participation in a standardized health-related fitness test activities (e.g., related to one's own limitations)	E Participate in fitness test (e.g., related to one's own limitations)	E Perform a fitness test and compare pre and post test scores
ELS 3.1 Comprehend implied meanings of written, oral and visual communications					e Predict simple, possible future outcomes or actions f Draw conclusions based on perception of implied meaning
	F Recognize body warning signals and seek help if necessary (e.g., illness)	F Identify body warning signals and apply appropriate responses. Seek help if necessary (e.g., injury)	F Identify body warning signals and apply appropriate response. Seek help if necessary (e.g., overexertion, stress)	F Recognize warning signals during activity	F Identify the consequences of ignoring warning signs
ELS 6.4 Make reasoned evaluations	a Identify real from imaginary	a Identify real from imaginary	a Identify simple fallacies	a Identify simple fallacies	a Identify common fallacies
	G Eat and enjoy nutritious foods that promote physical fitness (e.g., nutrient dense, low sugar, high fiber)	G Define "calories" and recognize that foods vary in calories. Recognize that some foods promote fitness better than others (e.g., foods are a source of energy)	G Recognize that calorie intake should vary according to body size, age and activity level. Record food choices for a day and compare with personal activity level	G Adopt behaviors that promote total physical fitness (e.g., caloric intake versus calories burned)	G Adopt behavior that promotes total physical fitness (e.g., dental care, hygiene, rest, caloric intake versus calories burned, proper nutrition)
	e Discuss personal reactions to performances	e Discuss personal reactions to performances	e List general criteria for assessing the worth of an activity	e List general criteria for assessing the worth of an activity	e Identify personal criteria for assessing the worth of an activity

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GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9/10	GRADE 11
E Perform a fitness test and plan ways to improve or maintain scores	E Perform fitness test and implement ways to improve and maintain scores	E Perform fitness test and compare results with previous tests	E Perform fitness tests, evaluate and compare results with previous tests	E Prepare and evaluate a personal fitness plan (e.g., flexibility, muscle strength and endurance, heart and lung endurance)	E Demonstrate the skill and knowledge to assess his/her fitness tests
e Predict simple, possible future outcomes or actions	e Predict probable future outcomes or actions	e Predict probable future outcomes or actions	e Predict probable future outcomes or actions	e Analyze the validity of predictions or conclusions	e Defend conclusions from information given
f Make inferences and draw conclusions based on perception of implied meaning	f Make inferences and draw conclusions based on perception of implied meaning	f Make inferences and draw conclusions based on perception of implied meaning	f Make inferences and draw conclusions based on perception of implied meaning	f Make inferences and draw conclusions based on perception of implied meaning	f Make inferences and draw conclusions based on perception of implied meaning
F Explain significance of specific warning signs--"listening" to your body	F Recognize that all chemical substances cause a change in one's body (e.g., drug counselor)	F Describe how to increase muscular size without the effects of steroids. Recognize that decreasing calories and increasing exercise is a safe way to lose weight	F Analyze safe practices for own fitness program (e.g., diets, steroids)	F Formulate a personal fitness program without the use of artificial substances	F Evaluate safe practices for own fitness program (e.g., diets, steroids, self-tests)
a Identify common fallacies	a Identify common fallacies	a Identify reasons why fallacies might be included in statements	a Explain reasons why fallacies might be included in statements	a Evaluate the effect of fallacies on the clarity of communications	a Evaluate the effect of fallacies on the clarity of communications
G Adopt behaviors that promote total physical fitness (e.g., refrain from substance use/abuse, dental care, rest, personal hygiene, caloric intake versus calories burned	G List controllable detriments to physical health	G Practice healthy fitness choices	G Adopt behaviors that promote total physical fitness (e.g., refrains from substance use/abuse, nutrition, caloric intake versus calories burned)	G Identify how risk-taking behavior affects physical fitness (e.g., alcohol, weight gain/loss, STDs and stress)	G Adopt behaviors that promote total physical fitness (e.g., refrains from substance use/abuse, caloric intake versus calories burned, self-exams)
e Identify personal criteria for assessing the worth of an activity	e Identify societal criteria for assessing the worth of an activity	e Identify societal criteria for assessing the worth of an activity	e Identify societal criteria for assessing the worth of an activity	e Use established criteria to assess the quality of an activity	e Use established criteria to assess the quality of an activity

3.0 Students live a lifestyle which reflects appropriate physical fitness behaviors (continued).

KNOWLEDGE/SKILLS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
STUDENTS WILL BE ABLE TO:					
	H Describe positive feelings after exercising correctly	H Define physical fitness as it relates to total fitness	H Identify benefits of physical fitness (e.g., self concept)	H Identify physical benefits of total physical fitness (e.g., dental health, rest, sleep)	H Explain the emotional and physical benefits of stressor management to total physical fitness
ELS 5.3 Select appropriate form of writing based on audience and purpose (pre-writing and planning)		b Write for audiences such as self, parents, principal, peers or public	b Write for audiences such as self, parents, principal, peers or public	b Write for audiences such as self, parents, principal, peers or public	b Use writing appropriate to purpose such as to inform, persuade, entertain and share experiences
					I Define and illustrate total physical fitness
ELS 6.5 Formulate and support a position using appropriate information and sound argument					b Define a position on an issue using personal criteria
ELS 1.3 Speak with standard pronunciation, appropriate volume, rate, gestures and inflections					c Control volume and rate of oral presentation

GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9/10	GRADE 11
H Explain emotional benefits of total physical fitness (e.g., stressor management, suicide prevention, feeling good)	H Identify the benefits of a total fitness program as it relates to substance use and abuse	H Interpret the benefits of a stress reduction program on total fitness	H Analyze emotional benefits of total physical fitness (e.g., stressor management, suicide prevention, feeling good)	H Interpret and predict emotional benefits of total fitness (e.g., suicide prevention)	H Analyze emotional benefits of total physical fitness (e.g., stressor management, suicide prevention, feeling good)
b Use writing appropriate to purpose such as to inform persuade, entertain and share experiences	b Use writing appropriate to purpose such as to inform, persuade, entertain and share experiences	b Use writing appropriate to purpose such as to inform, persuade, entertain and share experiences	b Use writing appropriate to purpose such as to inform, persuade, entertain and share experiences	b Use language, information, style and format appropriate to purpose and selected audience	b Use language, information, style and format appropriate to purpose and selected audience
I Logically defend their attitudes toward total physical fitness (e.g., peer pressure, social influences)	I Identify sources of attitudes toward fitness (e.g., psychologist)	I Identify the effects of peer pressure and social influences on attitudes associated with a total fitness program	I Logically defend their attitudes toward total physical fitness (e.g., peer pressure, social influences)	I Research current trends toward total physical fitness (e.g., running, walking, lifelong activities, peer pressure, social influences)	I Logically defend their attitudes toward total physical fitness (e.g., peer pressure, social influences)
b Defend a position using interview data as a basis	b Defend a position using interview data as a basis	b Support another person's position on an issue	b Support another person's position on an issue	b Formulate, support and defend a position based upon data gathered from objective and authoritative sources	b Formulate, support and defend a position based upon data gathered from objective and authoritative sources
c Control volume and rate of oral presentation	c Use pitch, rate, tone and volume to enhance oral readings and presentations	c Use pitch, rate, tone and volume to enhance oral presentations	c Use pitch, rate, tone and volume to enhance oral presentations	c Recognize both verbal and nonverbal communication skills	c Make oral presentations that use verbal and nonverbal communication skills effectively

3.0 Students live a lifestyle which reflects appropriate physical fitness behaviors (continued).

KNOWLEDGE/SKILLS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
STUDENTS WILL BE ABLE TO:					
ELS 6.2 Generate and test interpretations, explanations, predictions, and hypotheses					
ELS 4.2 Use oral communication to influence others and to respond to persuasion					

GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9/10	GRADE 11
	J Define a safe personal fitness plan	J Formulate a safe personal fitness plan to meet the needs of self	J Develop and implement a safe personal fitness plan	J Justify and implement a safe personal total fitness plan	J Justify and implement a safe personal total fitness plan
	b Identify which factors will have the greatest influences on a behavior or result	b Develop a hypothesis from observed data	b Develop a hypothesis from observed data	b Develop a hypothesis from information presented in one source	b Develop a hypothesis using data from a variety of sources
				K Identify and analyze commercial fitness programs as a knowledgeable consumer	K Evaluate commercial fitness programs for safety practices
				L Describe one's personal fitness plan (e.g., flexibility, muscular endurance, strength and cardiovascular fitness, teeth care, posture, eye care, ear care, skill care, cancer-related check-ups)	L Predict how one's personal fitness plan will change through the lifespan
				M Assist others with facts and available resources	M Assist others to achieve and maintain personal physical fitness
				f Use verbal persuasion techniques in a class presentation	f Use verbal persuasion techniques in a class presentation

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3.0 Students live a lifestyle which reflects appropriate physical fitness behaviors (continued).

KNOWLEDGE/SKILLS		GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
STUDENTS WILL BE ABLE TO:						
		O Describe how eating nutritious foods help promote total physical fitness	O Describe how safe living relates to total physical fitness	O Describe how stressor/risk management relates to total physical fitness	O Express the relationships among levels of fitness, nutrition behaviors, safe living and stressor/risk-taking management	O Express the relationship among levels of fitness, nutrition behaviors, safe living and stressor/risk-taking management
ELS 7.4	Practice appropriate and positive health behaviors to enhance learning	d Name physical activities that promote physical fitness	d List physical activities that promote physical fitness	d Review how physical activities promote physical fitness	d Identify physical activities which promote physical fitness	d Predict how physical activities contribute to optimum performance

GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9/10	GRADE 11
				N Identify health career opportunities related to physical fitness (e.g., dentistry, opthamology [eye], otolaryngology [ear], dermatologist, podiatrist [feet], physical therapist, sports medicine, nurse, cardiologist, dietitian)	N Examine career opportunities related to physical fitness
O Express the relationships among levels of fitness, nutrition behaviors, safe living and stressor/risk taking management	O Express the relationships among levels of fitness, nutrition behaviors, safe living and stressor/risk taking management	O Select a personal physical fitness goal. Tell a friend about the goal and report weekly progress	O Express the relationships among levels of fitness, nutrition behaviors, safe living and stressor/risk taking management	O Evaluate the relationships among levels of fitness, nutrition behaviors, safe living and risk taking management	O Evaluate the relationships among levels of fitness, nutrition behaviors, safe living and risk taking management
d Explain how physical fitness contributes to optimum student performance	d Practice personal fitness habits which affect physical and mental performance	d Organize personal fitness habits which affect physical and mental performance	d Evaluate personal fitness habits which affect physical and mental performance	d Predict effects of a personal fitness program designed to enhance individual physical and mental performance	d Implement a personal fitness program designed to enhance individual physical and mental performance

Nutrition

The concepts of this strand will assist students to acquire the knowledge and skills necessary to develop appropriate eating behaviors.

NUTRITION - "FOOD FOR THOUGHT"

Both in ancient times and today, nutrition education has been and is a vital part of health education. It was Hippocrates who in 400 B.C. set forth the aphorism, "Let thy food be thy medicine."

Who we are and what we will become have a foundation in nutrition. "Eating experiences condition our attitude to the world and again not so wide because of how nutritious is the food we are given, but with what feeling and attitudes it is given. Around eating, for example, attitudes are learned, or not learned, which are the preconditions for all academic achievement, such as the ability to control oneself, to wait, to work now for future rewards." Bruno Bettelheim, a distinquished child psychologist continues by stating, "How a person eats and is fed has a larger impact on the personality than any other human experience.

Today one-half to two-thirds of the deaths in the United States are caused by nutritionally related diseases of over-consumption and are preventable. The majority of the population is at risk of these diseases and conditions. One-half of the population has above-optimal levels of blood cholesterol, a major cause of heart disease which can be benefitted by diet. Up to 30% of cancers are thought to be related to nutrition. As many as 20% of the population have high blood pressure. And 50% of the population is mildly to morbidly overweight.

As Julius B. Richmond, M.D., stated in Healthy People: The Surgeon General's Report on Health Promotion and Disease Prevention, 1979. "Indeed, a wealth of scientific research reveals that the key to whether a person will be healthy or sick, live a long life or die prematurely, can be found in several simple personal habits." Dr. Richmond also stated, "You the individual, can do more for your own health and well-being than any doctor, any hospital, any drug, any exotic device." People who have been educated concerning proper nutrition tend to continue to acquire the knowledge and skills necessary to assume the major responsibility of directing their own nutrition behaviors and reflect a greater concern for the nutrition of others.

Diet is the most general of the positive health behaviors. Therefore, nutrition education must emphasize scientific and effective health principles which will prepare people by facilitating useful, lifelong decision-making skills. The response to a dietary message for more cereals, fruits, vegetables and fiber and less saturated fat, cholesterol and sodium can be expected to result in significant reductions in heart disease, cancer and diabetes. The same diet message will also assist in weight control and in mental and physical performance.

COMPONENTS OF A NUTRITION EDUCATION PROGRAM

It is important that students understand the relationship of food and nutrition to the maintenance of a healthy body and mind. The public school system provides the ideal situation in which to deliver the nutrition message repeatedly and with reinforcement. Studies have shown that social change does occur under these conditions (4, 5 and 6).

"Education for life" means that proper nutrition should be taught at all levels of the school curriculum from kindergarten through high school. All children should be provided with the knowledge and

skills to make appropriate choices of foods to promote healthful living. Dietary change can begin at any time of the life cycle, but, to maximize the best potential for a healthy life, changes should begin early. Nutrition education throughout all grade levels builds on learning and understanding:

1. Basic principles of nutrition.
2. The relationship of nutrition to health and disease.
3. Interaction of nutrition with other health components.
4. Techniques for assessing and modifying eating behavior.
5. Changes in traditional meal planning, food consumption, and food choice.
6. Food consumerism.

Nutrition education involves learning to identify and practice eating behaviors conducive to achieve good health. The educational process will also build on the social desirability of "eating healthy" by having students and classes develop plans and model good eating practices for each other, their school, their families and their community.

RELATIONSHIP TO OTHER STRANDS

It is important that nutrition education be part of a health education curriculum that also includes education about other health-related risk factors, such as self-responsibility, decision making, safe living behaviors, stressor/risk-taking behaviors, and physical health in order to promote a healthy lifestyle. Studies have shown that moderate changes in several risk factors will lead to larger declines in death rates than large declines in a single risk factor.

Safe Living:

This strand promotes learning to "live safely" which is similar conceptually to the nutrition strand in teaching children to "eat safely." Risk-taking behavior and the consequences involved are very evident in the decisions people make concerning their eating behaviors. The processing, purchasing, preparation, consumption, and storage of food all involve common knowledge and skills necessary for quality nutrition. In the last ten years, nutrition education has changed its focus from issues of nutritional deficiency to increased emphasis on disease prevention and health promotion. Joseph A. Califano, the Secretary of the Department of Health, Education and Welfare in 1979 stated that "I can compress what we have learned about the causes of modern day killers in three summarizing sentences: We are killing ourselves by our own careless habits. We are killing ourselves by carelessly polluting the environment. We are killing ourselves by permitting harmful social conditions to persist--conditions like poverty, hunger and ignorance--which destroy health, especially for infants and children." The principles of providing knowledge, acquisition of behavior skills, personal decision making, and practice are necessary in all strands to encourage healthy living.

Management of Stressor/Risk-Taking Behavior:

This strand is an important adjunct to all of the strands and especially the nutrition strand. A proper diet provides us with the necessary energy to manage internal and external stressors. Causes of stress can be internal and affected by what we choose to eat or choose not to eat. Nutritional decision making is greatly affected by the media, habits, traditions, costs, and peer pressure just to mention a few. These decisions do affect the

ability to manage stressors effectively. For example, the consumption of drugs, sugar, caffeine or alcohol may influence our risk-taking behavior and the ability to cope with stressors, therefore, causing health and social problems. The need for these skills is illustrated by the fact that "Suicide is the third leading cause of death among young people ages 15 to 24," according to the Midcourse Review of The 1990 Health Objectives for the Nation. Proper knowledge and skills in either of these strands directly impacts the other strand in a positive manner and enhances a healthier lifestyle.

Physical Fitness:

The physical fitness strand is directly and indirectly related to all of the strands. The interrelationship between the physical fitness strand and the nutrition strand is very evident. Quality nutrition provides an opportunity for the growth and development of one's body to attain its potential. Cells, tissues, organs, and systems all require energy and specific nutrients to function properly. Proper nutrition provides an opportunity for peak performance for all biological functions. The care and maintenance of our bodies through proper nutrition allows us to more efficiently combat infectious diseases and manage mental and physical stressors.

The amount of physical activity a person engages in influences his/her energy requirement. There is a relationship between the nutritional value of the diet and regular aerobic exercise to the reduction and management of lean body mass. In our society both children and adults are becoming more obese as a consequence of physical inactivity (automobile, television, computers) and excessive caloric consumption. Diet and obesity have been associated with several chronic diseases, such as cardiovascular disease, cancer, and diabetes. It is crucial that children learn the importance of the interrelationship of physical activity and food to energy balance and obesity in order to achieve optimal physical health.

Dr. Kenneth H. Cooper states that "...the benefits of total well-being that data from our research have shown us can be yours for the asking: more personal energy; more enjoyable and active leisure time; greater ability to handle domestic and job-related stress; less depression, less hypochondria, and less "free-floating" anxiety; fewer physical complaints; better digestion and less constipation; better self-image and self-confidence; a more attractive, streamlined body, including more effective personal weight control; bones of greater strength; slowing of the aging process; easier pregnancy and childbirth; more restful sleep; better concentration at work, and greater perserverance in all daily tasks; and fewer aches and pains, including back pains."

CONCLUSIONS

The existing education system is ideal for the promotion of behavior changes conducive to better health. The same message needs to be delivered in multiple forms suggesting that it would increase its effectiveness to receive the same message from other parts of the curriculum as well as from the four strands of the health education curriculum. Nutrition both directly and indirectly affects all other aspects of a healthy lifestyle. The ability to effectively manage one's stress, maintain an optimal level of physical fitness and engage in safe living habits are all dependent upon nutritional behavior.

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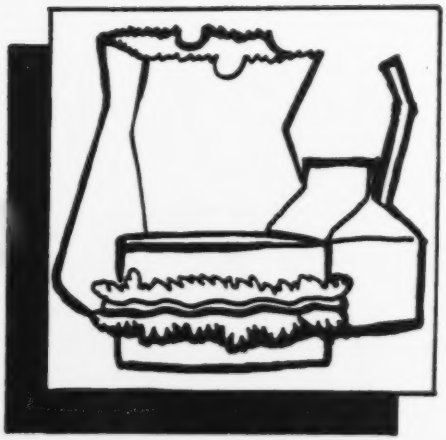
The review of research and initial draft of this paper was done by Wm. Conner, M.D., and Sonja Conner, M.S., R.D.



4.0 Students live a lifestyle which reflects appropriate eating behaviors.

KNOWLEDGE/SKILLS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
STUDENTS WILL BE ABLE TO:					
4.1 DESIGN AND IMPLEMENT A NUTRITION PLAN BASED UPON AN INDIVIDUAL'S LIFE LONG DIETARY NEEDS	A Explore healthful foods	A Name healthful foods	A Experience foods from each food group	A Experience a wide variety of healthful foods	A Identify food groups and classify foods appropriately
ELS 3.1 Comprehend implied meanings of written oral and visual communications	b Discuss information presented about foods and nutrition	b Review information presented about foods and nutrition	b Summarize information presented about foods and nutrition	b Draw logical conclusions from information presented about foods and nutrition	b Draw logical conclusions from information presented d Recognize direct cause and effect relationships within a passage e Predict simple, possible future outcomes or actions based on diet and needs
	B Name fruits, vegetables, meats, dairy products and grains	B List foods you eat often and look for optimum variety	B Chart food intake for a day using a dietary guide	B Identify personal food intake and eating habits based on dietary system (e.g., U.S. Dietary Goals)	B Identify U.S. Dietary Goals and the Basic Four Food Groups
	C Name favorite foods and how they affect well-being	C Describe a variety of foods and explain how they make you feel	C Label foods as high or low in nutritional value (e.g., nutrition density)	C Identify eating habits which promote or detract from physical/emotional well being	C Evaluate personal eating habits which add to or detract from physical or emotional well-being (e.g., eat breakfast, regular meals, healthful snacks, personal likes or dislikes)

GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9/10	GRADE 11
A Experience a wide variety of healthful foods	A Identify nutrients common to each food group	A Classify the nutrients in a wide variety of healthful foods	A Prepare and experience a wide variety of healthful foods	A Prepare menus which reflect variety and dietary balance	A Prepare and experience a wide variety of healthful foods
b Draw logical conclusions from information presented	b Draw logical conclusions from information presented	b Draw logical conclusions from information presented	b Draw logical conclusions from information presented	b Organize and analyze presented information in longer selections	b Synthesize information and draw conclusions
d Infer direct cause and effect relationships in planing a diet	d Infer direct cause and effect relationships	d Recognize direct and indirect cause and effect relationships in planning a diet	d Recognize direct and indirect cause and effect relationships in planning a diet	d Recognize direct and indirect cause and effect relationships in planning a diet	d Recognize direct and indirect cause and effect relationships in planning a diet
e Predict simple, possible future outcomes or actions based on diet and needs	e Predict possible future outcomes or actions	e Predict probable future outcomes or actions based on diet and needs	e Predict probable future outcomes or actions based on diet and needs	e Analyze the validity of predictions or conclusions	e Defend conclusions from information given
B Plan, implement and revise a personal healthful food program based on a U.S. Dietary Goals	B Plan a day's menu to meet recommended dietary allowances (e.g., Four Food Group System)	B Plan a variety of food programs (menus) based on personal needs and U.S. Dietary Guidelines (e.g., Four Food Group System)	B Plan a variety of food programs based on different situations (e.g., age, level of activity, physical condition)	B Identify the major food plans and their recommendations (e.g., Basic Four, U.S. Dietary Guidelines, R.D.A, 2000 Goals for the Nation Guidelines)	B Evaluate alternative food plans and implement a healthful one (e.g., U.S. Dietary Goals)
C Assess personal eating habits and implement a program which promotes physical/emotional well being (e.g., avoid eating disorders)	C Record food eaten for 3 days and add foods to meet the recommended daily allowances	C Examine personal eating habits and formulate a program which promotes physical/emotional well-being (e.g., low sodium, low fat, low sugar, high fiber, more water)	C Examine personal eating habits and implement a program which promotes physical/emotional well being (e.g., avoid eating disorders)	C Formulate a list of positive and negative dietary habits (e.g., caffeine, sugar, sodium, fiber, eating breakfast, fat content, low nutrient foods, eating nutrient dense foods)	C Evaluate and implement eating habits which promote physical/emotional well being (e.g., eating disorders)

4.0 Students live a lifestyle which reflects appropriate eating behaviors (continued).

KNOWLEDGE/SKILLS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
STUDENTS WILL BE ABLE TO:					
ELS 6.1 Recognize, construct and draw inferences concerning relationships among things and ideas	a Name general characteristics of objects which make them similar or different from another (e.g., fruits, vegetables)	a Name general characteristics of objects which make them similar or different from another (e.g., various meats, nuts)	a Identify general characteristics of objects which make them similar or different from another (e.g., proteins, carbohydrates, sugars, fats)	a Identify general characteristics of objects which make them similar or different from another	a Classify things according to specific characteristics
ELS 6.2 Generate and test interpretations, explanations, predictions, and hypotheses	b Orally discuss facts that support an explanation and prediction	b Orally discuss facts that support an explanation and prediction	b Identify factors that may influence a choice of foods	b Identify factors that may influence a choice of foods	b Predict what influence different factors will have on a choice of foods
	D Describe what nutrition practices facilitate physical growth	D Identify how food helps you grow and gives you energy	D Describe some consequences of poor nutrition	D Identify nutritional needs for your growth and development	D Identify nutritional needs of preadolescents
ELS 6.4 Make reasoned evaluations	d Share why a person would decide to eat a certain food	d Discuss why a person would decide to eat a certain food	d Explain why a person would decide to eat a certain food	d List some reasons why a person would decide to eat a certain food	d State personal criteria for deciding whether to eat a certain food
	E Discuss cleanliness and hygiene before handling foods (e.g., hands, utensils)	E Explain why we use refrigeration, freezing, canning and dehydration	E Report how the food industry processes and handles food (e.g., dairy, bakery, grocery, restaurant and hot dog stand)	E Identify methods of food preparation and preservation which prevents food deterioration	E Describe safe methods of food preparation and identify ways to determine if food is safe to eat

GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9/10	GRADE 11
a Classify things according to specific characterstics	a Classify foods according to specific characteristics	a Classify nutrients according to specific characteristics	a Classify things or ideas according to patterns	a Develop and use a classification system for organizing data	a Develop and use a classification system for organizing data
b Predict what influence different factors will have on a choice of food	b Identify which factors will have the greatest influence on a behavior or result	b Develop a hypothesis from observed data concerning a food choice	b Develop a hypothesis from observed data concerning a food choice	b Develop a hypothesis using data from a variety of sources concerning food choices	b Develop a hypothesis using data from a variety of sources
D Prepare and implement food plan based on specific needs for pre-adolescents	D Identify the recommended dietary allowances for adolescents	D Design a food program to meet the needs of adolescents	D Prepare and implement a food plan based on specific needs of adolescents	D Identify specific stages in the life cycle and list the nutritional needs of each stage	D Analyze and plan healthful programs based on nutritional needs for varying stages of growth and development (e.g., prenatal, infancy, adolescent, adult, older adult)
d State personal criteria for deciding whether to eat a certain food	d State societal criteria for deciding whether to eat a certain food	d State societal criteria for deciding whether to eat a certain food	d State societal criteria for deciding whether to eat a certain food	d Assess the worth of eating a particular food	d Assess the worth of eating a particular food
E Describe methods of food preparation and storage which prevent food deterioration	E Formulate a plan for caring for foods (e.g., leftovers, thawing and food storage)	E Describe ways to select, transport and store food (e.g., picnic, party, school lunch and pot luck)	E Describe methods of preparation and storage which promote the retention of nutrients	E Discuss preparation and preservation of food to maintain optimum nutritional benefit	E Evaluate and select methods of preparation and storage which promote the retention of nutrients

4.0 Students live a lifestyle which reflects appropriate eating behaviors (continued).

KNOWLEDGE/SKILLS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
STUDENTS WILL BE ABLE TO:					
ELS 2.1 Identify main ideas, supporting details, facts and opinions presented in written, oral and visual formats	a Locate facts and details through oral and visual formats	a Locate facts and details through oral and visual formats	a Locate facts in grade-level materials	a Locate facts in grade-level materials	a Locate facts in grade-level selections
ELS 2.2 Use instructional materials as basis for gaining knowledge and improving comprehension			a Use table of contents to locate general and specific information	a Use table of contents to locate general and specific information	a Use table of contents and index to locate specific information
ELS 2.3 Use oral communication to give or receive information and directions	c Ask questions to gain assistance	c Ask questions to gain assistance or locate information	c Ask questions designed to clarify, gain assistance, or locate information	c Ask questions designed to clarify, gain assistance, or locate information	c Ask questions designed to clarify, gain assistance, or locate information
ELS 6.3 Identify problems and approach their solution in an organized manner			b Identify alternative solutions to the storage of food to prevent food deterioration	b Identify alternative solutions to the storage of food to prevent food deterioration	b Identify problems, recognize information necessary to solve problems and supply additional information, if needed
	F Describe how families decide what to eat for meals	F List pros/cons of bringing a sack lunch versus buying a school lunch	F Explain how a commercial or advertisement has influenced them to select a food	F Identify and evaluate influences on food choices (e.g., media, family, economic factors)	F Identify those factors which positively and negatively influence food choices (e.g., peers, family, economics and media)

GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9/10	GRADE 11
a Locate facts in grade-level selections	a Locate and distinguish facts and opinions	a Distinguish facts from opinions	a Distinguish facts from opinions	a Distinguish facts from opinions	a Distinguish facts from opinions
a Use table of contents and index to locate specific information	a Use table of contents, index, summaries, charts, graphs and illustrations to locate information needed	a Use table of contents, index, summaries, charts, graphs and illustrations to locate information needed	a Use table of contents, index, summaries, charts, graphs and illustrations to locate information needed	a Use table of contents, index, summaries, charts, graphs and illustrations to locate information needed	a Use table of contents, index, summaries, charts, graphs and illustrations to locate information needed
c Ask questions designed to clarify, gain assistance, or locate information	c Ask questions designed to clarify, gain assistance or locate information	c Ask questions designed to clarify, gain assistance or locate information	c Ask questions designed to clarify, gain assistance or locate information	c Ask questions designed to clarify, gain assistance or locate information	c Ask questions designed to clarify, gain assistance or locate information
b Identify problems, recognize information necessary to solve problems and supply additional information, if needed	b Define a problem, choose information to solve the problem and supply additional information, if needed	b Define a problem, choose information to solve the problem and supply additional information, if needed	b Define a problem, choose information to solve the problem and supply additional information, if needed	b Define a problem, choose information to solve the problem and supply additional information, if needed	b Define a problem, choose information to solve the problem and supply additional information, if needed
F Identify and evaluate influences on food choices (e.g., media, peers, economic factors, family	F Analyze claims by the media regarding food (e.g., exaggerated claims, quackery, misleading information and irrelevant statements)	F Discuss the influences of peer pressure on food choices and explain how these choices affect one's self image	F Identify and evaluate influences on food choices (e.g., media, family, peers, economic factors)	F List a variety of dietary habits and analyze their origins (e.g., media, family, peers, economic factors, culture, convenience)	F Analyze influences on food choices (e.g., media, family, peers, economic factors, culture)

4.0 Students live a lifestyle which reflects appropriate eating behaviors (continued).

KNOWLEDGE/SKILLS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
STUDENTS WILL BE ABLE TO:					
ELS 4.1 Determine the significance and accuracy of information and ideas presented in written, oral, aural and visual communications					b Identify emotional appeals used to communication to influence food choices
ELS 4.4 Listen, read, view, and evaluate presentations of mass media			a Recognize use of mass media techniques to influence food choices	a Recognize use of mass media techniques to influence food choices	a Recognize use of mass media techniques to influence food choices
ELS 6.4 Make reasoned evaluations			b Demonstrate appropriate audience skills for different media presentations	b Identify appropriate types of information that should be included in simple forms of communications	b Explain why certain types of information and style of communication are ineffective
	G Name sources of information on nutrition and foods	G List people who might be able to give reliable nutrition information (e.g., teachers, librarian, school nurse, dietitian)	G Locate materials which contain nutrition information (e.g., books, magazines, labels)	G Identify reliable sources of information (e.g., dietitian, product labels)	G Demonstrate the ability to read and understand food labeling
ELS 7.2 Use resources beyond the classroom		a Locate, check-out and return books and other circulating media materials	a Locate, check-out and return books and other circulating media materials	a Locate, check-out and return books and other circulating media materials	a Locate, check-out and return books and other circulating media materials
		b Locate and use non-circulating reference materials	b Locate and use non-circulating reference materials	b Locate and use non-circulating reference materials	b Locate and use non-circulating reference materials

GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9/10	GRADE 11
b Identify emotional appeals used in communication to influence food choices	b Identify information used to draw conclusions	b Identify propaganda and other persuasion techniques used to influence food choices	b Identify propaganda and other persuasion techniques used to influence food choices	b Identify propaganda and other persuasion techniques used to influence food choices	b Identify propaganda and other persuasion techniques used to influence food choices
a Recognize use of mass media techniques to influence food choices	a Recognize elements and identify influences of mass media upon food choices	a Recognize elements and identify influences of mass media upon food choices	a Recognize elements and identify influences of mass media upon food choices	a Evaluate roles of mass media in society on food choices	a Evaluate roles of mass media in society on food choices
b Explain why certain types of information and style of communication are ineffective	b Explain why certain types of information and style of communication are effective	b Analyze statements in mass media in terms of appropriateness and effectiveness	b Analyze statements in mass media in terms of appropriateness and effectiveness	b Assess the appropriateness of oral and written communication in view of the intended audience and purpose of the communication	b Assess the appropriateness of oral and written communication in view of the intended audience and purpose of the communication
G Identify and evaluate sources of nutrition information (e.g., dietitian vs. advertisement, product labels)	G Describe ways to test the reliability of nutrition information	G Debate reliable sources for nutrition information	G Utilize a decision-making process to determine reliable sources of nutrition information (e.g., dietitian vs. advertisement, product labels)	G Analyze the validity of fad diets and nutritional claims	G Evaluate sources of nutrition information and make informed choices (e.g., dietitian vs. advertisement, product labels)
a Locate, check-out and return books and other circulating media materials	a Locate, check-out, and return books and other circulating media materials	a Locate, check-out, and return books and other circulating media materials	a Locate, check-out, and return books and other circulating media materials	a Locate, check-out, and return books and other circulating media materials	a Locate, check-out, and return books and other circulating media materials
b Locate and use noncirculating reference materials	b Locate and use non-circulating reference materials	b Locate and use non-circulating reference materials	b Locate and use non-circulating reference materials	b Locate and use non-circulating reference materials	b Locate and use non-circulating reference materials

4.0 Students live a lifestyle which reflects appropriate eating behaviors (continued).

KNOWLEDGE/SKILLS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
STUDENTS WILL BE ABLE TO:					
ELS 4.2 Use oral communication to influence others and to respond to persuasion					
	J Tell how to live a healthful life with good nutrition, fitness, safe living and stressor/risk taking management	J Tell how to live a healthful life with good nutrition, fitness, safe living and stressor/risk taking management	J Tell how to live a healthful life with good nutrition, fitness, safe living and stressor/risk taking management	J Express the relationships among nutrition behaviors, levels of fitness, safe living and stressor/risk taking management	J Express the relationships among nutrition behaviors, levels of fitness, safe living and stressor/risk taking management
ELS 7.4 Practice appropriate positive health behaviors to enhance learning	a Name food groups and dietary habits which can improve total health	a List food groups and dietary habits which can improve total health	a Predict which food groups and dietary habits can improve physical and mental health	a Identify foods which can improve physical and mental performance	a Select dietary habits that promote physical and mental performance

GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9/10	GRADE 11
	H Plan a variety of nutritious snacks to serve at a party	H Identify nutrition problems and possible solutions (e.g., over/under eating, sodium, fat, fiber, sugar)	H Assist others to develop healthful eating habits (friends, parents, siblings)	H Choose a nutritional problem and apply the problem-solving technique (e.g., related problems, causes, possible solutions)	H Assist others to develop healthful eating habits (friends, parents, siblings)
	a Provide logical answers based upon factual data	a Provide logical answers based upon factual data	a Provide logical answers based upon factual data	a Provide logical answers based upon factual data	a Provide logical answers based upon factual data
	b Use multiple sources to verify information	b Use multiple sources to verify information	b Use multiple sources to verify information	b Use primary and secondary source materials to verify information	b Use primary and secondary source materials to verify information
	c Express own feelings, knowledge and beliefs	c Express own feelings, knowledge and beliefs	c Express own feelings, knowledge and beliefs	c Express own feelings, knowledge and beliefs	c Express own feelings, knowledge and beliefs
				I Conduct a job search in one area related to foods and nutrition	I Examine career opportunities related to nutrition
J Express the relationships among nutrition behaviors, levels of fitness, safe living and stressor/risk taking management	J Write/tell a story that emphasizes the importance of nutrition behavior to overall well-being	J Select a personal nutrition goal. Tell a friend about the goal and report weekly progress	J Express the relationships among nutrition behaviors, levels of fitness, safe living and stressor/risk taking management	J Identify nutrition behaviors and how they influence other areas of wellness (e.g., physical fitness, safe living, stress management)	J Evaluate the relationships among nutrition behaviors, level of fitness, safe living and stressor/risk taking management
a Explain how a balanced diet based upon dietary goals for the nation relate to physical and mental performance	a Compare various diets with the dietary goals for the nation	a Construct a personal diet which has a positive affect on physical and mental performance	a Evaluate components in personal diet which affect physical and mental performance	a Choose a personal dietary plan which will enhance individual physical and mental performance	a Implement a personal dietary plan which will enhance individual physical and mental performance

GLOSSARY FOR THE COMPREHENSIVE CURRICULUM GOALS FOR HEALTH

Aerobics - A system of physical exercises that increases the body's consumption of oxygen and improves the functioning of the circulatory system by requiring a continuous supply of oxygen over an extended period of time.

Affixes - Prefixes and suffixes.

AIDS - Acquired Immune Deficiency Syndrome; a condition characterized by the breakdown of the functioning of the immune system that protects the body against infections.

Analyze - To separate or distinguish the elements of anything complex; examine carefully in order to determine why something has happened or may be expected to happen.

Anaerobics - A form of physical exercise in which the body's demand for oxygen exceeds the supply.

ARC - People infected with HIV (Human Immunodeficiency Virus) who do not have AIDS but have symptoms such as fever, weight loss, diarrhea, or swollen lymph glands are said to have AIDS Related Complex.

Body Composition - The percentage of fat tissue and lean tissue in the body.

Calipers - Instruments used to determine body composition.

Clarify - To explain; make clearer.

Conclusion - A decision, judgment or opinion reached by reasoning.

Context Clues - An item of information from the immediate setting in which a word or group of words occurs that might help determine the meaning of the word or group of words.

DUII - Driving Under the Influence of Intoxicants

EMS - Emergency Medical Services.

HIV - The virus that causes AIDS is called the Human Immunodeficiency Virus.

Hydrostatic - A weighing process using water displacement to determine body composition.

Hypothesize - To make a proposition assumed to be a true explanation.

Illustrate - To make clear or explain by stories, examples, comparisons, pictures, drawings, etc.

National Health Objectives - The 226 health objectives, issued in 1980, which were the initial response to Healthy People: The Surgeon General's Report on Health Promotion and Disease Prevention. This 1979 report served as a standard for the Nation, calling on professionals and lay people alike to use available knowledge and skills to undertake a venture that promised to reduce preventable death and disease in all age groups in our population by 1990. (Also known as Midcourse Review of The 1990 Health Objectives for the Nation.)

National Health Plan - See National Health Objectives.

Nutrition Density - Nutrition per calorie (see Super Four).

Oregon Health Objectives - The health objectives for Oregonians in response to the National Health Objectives.

Oregon Health Plan - See Oregon Health Objectives.

Quackery - Practices or methods of an ignorant pretender to knowledge or skill of any sort.

R.D.A. - Recommended Dietary Allowance: nutrient intakes suggested by the Food and Nutrition Board of the National Academy of Sciences/ National Research Council for the maintenance of health in people in the U.S.

Root Word - A word which forms a base to which derivational affixes may be added to form stems, and to which inflectional affixes can be added to form words.

Smoke Free by the Year 2000 - A joint effort by the American Cancer Society, the American Lung Association and the American Heart Association to provide curriculum which will promote the Class of 2000 to be smoke-free.

STD - Sexually Transmitted Diseases.

Strand - Identifies those aspects of health considered essential to a program of school health instruction.

Substance Use/Abuse - The proper consumption or any form of misuse of a chemical which affects the physiology of the body.

Syntax - The pattern or structure of word order in sentences, clauses and phrases.

U.S. Dietary Goals (Guidelines) - Published in 1980 by the U.S. Department of Agriculture (USDA) and the U.S. Department of Health and Human Services (USDHHS), these are recommendations for diet habits in the U.S.A.

American Cancer Society, Oregon Division, Inc.
0330 SW Curry Street
Portland, OR 97201
295-6422

American Heart Association
2121 SW Broadway
Portland, OR 97201
226-2575

The American Lung Association of Oregon
319 SW Washington, Suite 520
Portland, OR 97204
224-5145

American Red Cross, Oregon Trail Chapter
3131 N Vancouver, PO Box 3200
Portland, OR 97208
284-1234

Child Nutrition and Food Distribution Programs
700 Pringle Parkway SE
Salem, OR 97310
378-3579

Lewis & Clark Chapter, March of Dimes Birth Defects Foundation
1220 SW Morrision #510
Portland, OR 97205
222-9434

Multnomah County Extension
211 SE 80th
Portland, OR 97215
254-1500

Multnomah County Medical Auxiliary
28416 E Crown Point Highway
Troutdale, OR 97060
222-9977 or 665-3951

Neila Campbell and Associates
(Briefing Counseling)
3025 Harris Street
Eugene, OR 97405
345-5115

Oregon Academy of Family Physicians
12300 SW Tooze
Sherwood, OR 97140-8441
682-1846

Oregon Association for the Advancement of Health Education
PO Box 69185
Portland, OR 97201

Oregon Association of Naturopathic Physicians
280 W 11th
Eugene, OR 97401
285-3807

Oregon Dairy Council
Nutrition Education Services
10505 SW Barbur Blvd
Portland, OR 97219
229-5033

Oregon Dietetic Association
PO Box 6497
Portland, OR 97228
796-1300

Oregon Dental Association
17898 SW McEwan Road
Portland, OR 97224
620-3230

Oregon Dental Hygiene Association
8180 SW 68th Place
Portland, OR 97223
245-2969 (Home) 229-5636 (Work)

Oregon Free From Drug Abuse
4705 NE Columbia Blvd
Portland, OR 97218
655-4037

Oregon Health Decisions
921 SW Washington
Portland, OR 97205
241-0744

Oregon Pediatric Society
OR Health Sciences University
3181 SW Sam Jackson Park Road
Portland, OR 97201
225-8023

Oregon Podiatric Medical Association
1680 Chambers, Suite A
Eugene, OR 97402
683-3351

Oregon School Nurses Association
396 SW Frenwood Way
Beaverton, OR 97005
644-8515

Oregon State Health Division
1400 SW 5th
Portland, OR 97201
229-5691

Oregon State Health Division
1400 SW 5th, Room 710
PO Box 231
Portland, OR 97207
229-5792

Oregon Traffic Safety Commission
4th Floor, State Library Bldg
Salem, OR 97310
378-3669

Planned Parenthood of the Columbia/Willamette
3231 SE 50th
Portland, OR 97206
775-3918

Portland Dietetic Association
815 NE 29th
Portland, OR 97212-2716
232-2120 or 222-9221 Ext. 2702

Primary Prevention Program (Multnomah County Department of Human Services)
426 SW Stark, 8th Floor
Portland, OR 97204
248-3406

State Department of Education
700 Pringle Parkway SE
Salem, OR 97310
378-4327

Teachers of Home Economics in Oregon
4612 SW Fairhaven Drive
Portland, OR 97221
228-2197

U.S. Food and Drug Administration
5009 Federal Office Building
Seattle, WA 98174
(206) 442-5265 or 5258

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*Hope Healthletter, (616) 343-0770, $15/yr. (monthly).

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